EDCP 315-Shady Grove Campus  
Student Leadership in Groups and Organizations  
Fall 2009  
Tuesdays and Thursdays, 12:30 pm - 1:45 pm  
Building III, Room 2230

Instructor:  
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Doctoral Candidate  
Email: gethridg@umd.edu

Teacher Assistant:  
Bilal Baisa  
Criminal Justice Student  
Email: baisa_bilal@yahoo.com

Office Hours: Room 5101-Tuesdays and Thursdays, By Appointment Only

Course Description: The purpose of this course is for students to acquire and integrate leadership theories and concepts within group and organizational contexts. Students will learn to navigate group and organizational environments and apply leadership in diverse contexts.

Course Objectives:  
Knowledge/Cognitive Learning Goals  
- Examine etymological origins of leadership  
- Discriminate between popular notions of leadership, models, & empirically tested theories  
- Develop working knowledge of history of leadership and the evolution of leadership theory including: great man; trait; behavioral/style; situational/contingency; influence/charisma; reciprocal/relational; change and chaos theories  
- Integrate leadership learning across the disciplines  
- Understand concepts related to groups and organizations such as collective efficacy, organizational citizenship, etc.

Personal Development Learning Goals  
- Begin to develop personal philosophy of leadership  
- Understand nature of power and influence, as well as oppression  
- Develop cross-cultural communication skills  
- Hone effective written and oral communication skills  
- Apply leadership theory in group environments  
- Student Leadership Practices Inventory

Group/ Organizational Learning Goals  
- Learn to develop common purpose in groups  
- Study elements of strategic planning including development of mission, vision, goal and outcome statements; S.W.O.T. analysis and stakeholder identification  
- Focus on collective efficacy and group potency for change

Required Texts:


Additional readings will be provided to students in class.

**Assignments:**

1. **Attendance.** Attendance will be taken each and every class period. Students have the opportunity to receive a total of 30 points, one point per each class period. Students will not be penalized for attending religious holidays; however, it is the student’s responsibility to inform by September 14 of any upcoming absences due to religious holidays. If the professor cancels class, students will still receive their point for that class period. Students should attend class on time, as once class attendance begins, students are ineligible to receive their attendance point for that day, but still can participate in class participation.

2. **Class Participation.** A quality learning experience in this leadership course rests heavily on a high degree of interaction and exchange of ideas among students and instructors. Your ability to contribute to the class discussion thoughtfully and to integrate course readings will be heavily weighed in determining final grades. You are not expected to have all the “right” answers in every class, nor should you dominate every in-class discussion. You are, however, required to be prepared and contribute regularly to our class discussions. The quality of the discussion in class will depend on how well prepared you are, and how willing you are to share the results of your preparation with the class. **Thus, your participation can be based on the following contributions: in-class discussions based upon the topic at hand, sharing your ideas and work experiences, asking questions of the instructors and other students, and directing the instructors and class to new and relevant material.**

   In class, you may also work in small teams to discuss readings, engage in simulations, prepare for any guest scholars and leader visits, and use theory to enhance practice through carefully designed group activities. The teams will allow you to apply leadership theory and concepts in diverse contexts. While in groups, it is essential that you not only actively engaged, but that you remain on topic at all times.

   Class participation is essential and expected. Coming to and sitting in class without speaking does not equate to participation. Any student who experiences difficulty in participating for any reason is encouraged to speak with the instructor immediately. Class participation points will be factored at the very end of the semester and is subjective according to the professor’s observation of your performance in class. The professor will do her best to depict an accurate assessment of each student’s level of participation.

3. **Leadership Autobiography.** Students will write an autobiography that should highlight significant life experiences, values, goals, leadership skills and personal perspectives that have shaped them as individuals and as leaders. This assignment will give you an
opportunity to reflect upon your life history, including your family background, culture, values and beliefs, role models, moments of personal growth and transformation, and your future goals. You should also address and examine your thoughts on leadership and your own leadership potential. Papers should be a minimum of 5 pages in length.

Due: 10/1

4. Leadership Quote Paper. Students will select a quote about leadership that they find personally meaningful and write a 1 page paper reflecting on what this quote means/says to them and why it is inspirational.

Due: 10/8

5. Group Project. The main purpose of this project is to work collaboratively with your group members to research various aspects of an organization and applying the 4 frames of Bolman & Deal Groups will have a chance to identify an office, program, or organization beyond the campus that you are considering as a future work environment. The paper should be between 10-15 pages. Examples might include Children’s Hospital, a specific law office, Goldman Sachs, Northwestern High School, Juvenile Correction Facility, etc. Your group will need to research many aspects of the organization and do the following:
   - Research and apply the structural, human resource, political, and symbolic frames to the organization your group has been assigned. This is a significant part of the project. This entails presenting the structure of the organization, how the organization is resourced, how the organizations’ people operate and contribute to the overall objectives of the organization, as well as how the political and symbolic dimensions of the organization contribute both to its culture as well as how it operates overall.
   - Present the history of your assigned organization.
   - Identify the goals, objectives, and mission of your assigned organization.
   - Identify the culture of this organization and how it operates both internally as well as externally
   - Identify at least one problem or challenge this organization has faced and discuss how organizationally they reacted to the problem(s)/challenge(s) they faced.
   - CRITIQUE OF ORGANIZATION: Shift from being problem identifiers to problem solvers by examining the organization and recommending how they can increase their effectiveness. To do this, apply a SWOT analysis when determining how to increase effectiveness. This also needs to be a significant part of the final project. You need to be sure to make tangible recommendations as well as ONE intervention strategy related to one of the 4 Bolman & Deal frames. Your intervention strategy needs to be specific and you will be expected to provide detail.

Decision for Project Due: 10/20
Due: 12/8

6. Quiz. The quiz shall encompass all materials/readings covered in Kouzes & Posner book, any additional readings, PowerPoint’s, and is not limited to in-class discussions. Students
are expected to arrive promptly for the quiz, as students who enter after the first exam is passed out will be unable to take the quiz and will not be allowed in the room. No make-up quiz will be allowed for those students who are late or any unexcused absences.

**Quiz Date: 10/13**

7. **Exam.** The exam shall encompass all materials/readings covered in Bolman & Deal’s book, any additional readings, PowerPoint’s, and is not in-class discussions. Students are expected to arrive promptly for the exam, as students who enter after the first exam is passed out will be unable to take exam and will not be allowed in the room. No make-up exam will be allowed for those students who are late or any unexcused absences.

**Exam Date: 11/24**

**Grading:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Maximum Points</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>30</td>
</tr>
<tr>
<td>Class Participation</td>
<td>50</td>
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<tr>
<td>Leadership Autobiography</td>
<td>30</td>
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<tr>
<td>Leadership Quote</td>
<td>10</td>
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<tr>
<td>Group Project</td>
<td>75</td>
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<tr>
<td>Quiz</td>
<td>10</td>
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<tr>
<td>Exam</td>
<td>25</td>
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<td><strong>Total</strong></td>
<td><strong>230</strong></td>
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**Grading Scale:** A = 200-230; B = 169-199; C = 138-168; D = 107-137; F = 106 and below

**Course Requirements/Policies:**

1. **University of Maryland Honor Pledge.** The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The Pledge reads:

   “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

   The Honor Pledge can be found at [http://studentconduct.umd.edu](http://studentconduct.umd.edu). Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, and other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor.

2. **Instruction and Modifications.** Students who have a disability or condition, which may impair their ability to complete assignments or otherwise satisfy course criteria are encouraged to meet with the course instructor to identify, discuss, and document any feasible instructional modifications or accommodations. The student should notify the
instructor no later than the end of the second week of the term in which the course is offered or no later than the end of the second week after such as disability or condition is diagnosed.

3. **Religious Observations.** Because we are a diverse community and enroll students with many spiritual beliefs, we will be sensitive to students’ requests for excused absences and make-up test requests due to reasons of religious observances. Be mindful that it is the student’s responsibility to inform instructors of any intended absences for religious observances in advance. Student must provide me in writing by **September 14, 2009**, a request for a make up exam for an exam date on this syllabus that you are unable to make due to a specific religious observance (specify) on a specific date. Please refer to the Online Catalog Policy on Religious Observance. Please remember that accommodations are NOT made for travel to and from the religious observance.

4. **Class Atmosphere.** Class members are encouraged to demonstrate an open attitude toward dealing with views presented by fellow students. Class members are expected to act in a supportive manner with respect to fellow class members’ participation in class activities and discussion. Class members are expected to be open to learning the acceptance of alternate cultural perspectives, values, positions, and lifestyles. This open posture to diversity is considered imperative for work around issues of leadership.

5. **Expectations for Students.**
   - Students should email the instructor by **10:00 pm Monday-Friday**.
   - Students will come to class prepared for active participation.
   - Students are expected to arrive on time to class and inform the instructor in advanced, preferably by email, of a potential absence.
   - Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. In all class written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language; therefore, students should utilize the Center for Academic Success (See page 9 for further information).
   - Students who are experiencing difficulty in completing assignments should speak with the instructor in advanced (approximately 2 weeks); therefore, **no late assignments will be accepted**.
   - Students are to turn in their own assignments to the professor. **No assignments should be emailed to the professor**, but should be turned in to the professor by hand.
   - Students are encouraged to make extensive use of the instructor in and outside class sessions to provide additional help or support.
   - Students should be prepared to experience learning through many different avenues and participate in each to his or her fullest capacity.
   - **Usage of electronic and multimedia devices (e.g., cell phones, iPods, laptops, etc.) is not permitted during class time.**

6. **Expectations of Instructor.** Students can expect the instructor to arrive on time and be prepared for class, respond in a timely fashion to student work, and take students’ interests and experiences into consideration when preparing for class. The instructor will be available to students outside the class period and be a willing listener with regard to student concerns.
The instructor shall treat all students with respect and dignity. The instructor will respond to students’ emails by **11:00 pm Monday-Friday**.

7. **Attendance.** Attendance at all class sessions is expected. Unexcused absences from class sessions will impact your participation grade. Absences from a portion of a class session (i.e., late arrivals or early departures) will also be factored into your participation grade. Excused absences will only be provided on a limited basis for illness (self or dependant), religious observations, participation in university activities at the request of university authorities, or compelling circumstance beyond the student’s control. Absences will only be excused with prior notice, in writing, except in case of emergency. For both excused and unexcused absences, students are still responsible for course work missed and turning in assignments on time.

8. **Medical Excuses.** Campus Senate policy requires students who are absent due to illness/injury to furnish documentary support to the instructor. I require students to contact me by email or by phone prior to class time in which you indicate you have an illness/injury. You must present written documentation verifying your illness/injury on the first day of class that you return to class. You will not be allowed to turn in missed assignments or make up quizzes, tests, papers, etc. if you have not provided this documentation. In addition, if it is found that you have falsified the documentation provided, I will refer you to the University’s Office of Student Conduct.

9. **Course Cancellations/Delays.** Please call 301-738-6000 or the university website (www.shadygrove.umd.edu) for any cancellations or delays due to inclement weather or emergencies. This course will comply with any university cancellations or delays accordingly.

10. **Students with Disabilities.** Students with disabilities are encouraged to contact the instructors so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact the Office of Disability Support Services (DSS) to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff is available to consult with students at any time. (www.counseling.umd.edu/DSS). It is the student’s responsibility to notify the instructor at the beginning of the semester of any documented disabilities.

11. **Course Evaluation.** Your feedback about this course is very important to me and therefore we do several forms of evaluations throughout this semester. One important campus-wide evaluation is the online evaluation at the end of the semester. CourseEvalUM will be open to students to complete their evaluation for Fall 2009 courses on Tuesday, December 2, 2009. Students can go directly to the website (www.courseevalum.umd.edu) to complete their evaluations.

12. **Caveat for Change.** Please note that this syllabus is subject to change at any time during this course. All students will be notified if any changes occur.
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<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Readings/Assignments</th>
</tr>
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<tbody>
<tr>
<td>9/1</td>
<td>Introduction</td>
<td>Review Course Syllabus</td>
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<td>9/3</td>
<td>Are Leaders Born or Made</td>
<td>Class/Group Discussions</td>
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<tr>
<td>9/8</td>
<td>What Leaders Do and What Constituents Expect</td>
<td>Kouzes &amp; Posner: Chapters 1 &amp; 2</td>
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<td>9/10</td>
<td>Model the Way</td>
<td>Kouzes &amp; Posner: Chapters 3 &amp; 4</td>
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<td>9/15</td>
<td>Inspire a Shared Vision</td>
<td>Kouzes &amp; Posner: Chapters 5 &amp; 6</td>
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<td>9/17</td>
<td>Challenge the Process</td>
<td>Kouzes &amp; Posner: Chapters 7 &amp; 8</td>
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<td>9/22</td>
<td>Enable Others to Act</td>
<td>Kouzes &amp; Posner: Chapters 9 &amp; 10</td>
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<td>9/24</td>
<td>Encourage the Heart</td>
<td>Kouzes &amp; Posner: Chapters 11 &amp; 12</td>
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<td>9/29</td>
<td>Leadership for Everyone</td>
<td>Kouzes &amp; Posner: Chapters 13</td>
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<td>10/1</td>
<td>No Readings</td>
<td>Leadership Biography Paper Due.</td>
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<td>10/6</td>
<td>No Readings</td>
<td>In-class activity/groups</td>
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<td>10/8</td>
<td>No Readings</td>
<td>Leadership Quote Paper Due.</td>
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<td>10/13</td>
<td>No Readings</td>
<td>Quiz.</td>
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<tr>
<td>10/15</td>
<td>Introduction to Groups</td>
<td>In class discussion/ group activity</td>
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<td>10/20</td>
<td>Making Sense of Organizations</td>
<td>Bolman &amp; Deal: Chapters 1 &amp; 2; Group project decision due</td>
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<td>10/22</td>
<td>S.W.O.T.</td>
<td>In class discussion/group activity</td>
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<tr>
<td>10/27</td>
<td>The Structural Frame</td>
<td>Bolman &amp; Deal: Chapters 3, 4, &amp; 5</td>
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<td>10/29</td>
<td>The Human Resource Frame</td>
<td>Bolman &amp; Deal: Chapters 6, 7, &amp; 8</td>
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<td>11/3</td>
<td>The Political Frame</td>
<td>Bolman &amp; Deal: Chapters 9, 10, &amp; 11</td>
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<td>11/5</td>
<td>The Symbolic Frame</td>
<td>Bolman &amp; Deal: Chapters 12, 13, &amp; 14</td>
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<td>11/10</td>
<td>Improving Leadership Practice</td>
<td>Bolman &amp; Deal: Chapters 15 &amp; 16</td>
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<td>11/12</td>
<td>Improving Leadership Practice</td>
<td>Bolman &amp; Deal: Chapters 17 &amp; 18</td>
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<td>11/17</td>
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<td>Bolman &amp; Deal: Chapters 19 &amp; 20</td>
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<td>S.W.O.T.</td>
<td>In-class/group activity</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>11/24</td>
<td>Exam</td>
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<td>11/26</td>
<td>No Class</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>12/1</td>
<td>No Readings</td>
<td>In class writing/groups</td>
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<tr>
<td>12/3</td>
<td>No Readings</td>
<td>In class writing/groups</td>
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<tr>
<td>12/8</td>
<td>No Readings</td>
<td>Project Due</td>
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<tr>
<td>12/10</td>
<td>Final Class</td>
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General Information on Center for Academic Success

The Center for Academic Success (CAS) offers onsite academic assistance for students attending classes at the Shady Grove Center. Here’s what CAS can do for you:

- Run your paper by a professional writing consultant (in person or over the phone)
- Find an individual tutor for a course you could use a boost in
- Take advantage of weekly reviews, called Guided Study Sessions (GSS), in business, social work, psychology, nursing and other areas led by peer tutors who aced the class last year and who knows the ropes
- Offer workshops in speed reading, memory strategies or textbook reading strategies that could save you hours of time and reduce your stress level
- Have a session with your personal academic trainer to see how you can do more work with less time
- Help you tackle and conquer writing snags with grammar assistance handouts, online exercises (with answers) and software programs on our computers

*For instruction on how to submit papers for phone tutoring, please visit the website at www.shadygrove.umd.edu/resources/cas

Contact information:  
SG Bldg. 3, 1st floor, Student Services suite  
(301) 738-6315; Email: sg-cas@umd.edu  
Dr. Marsha Youngblood, Associate Director  
Dr. Isabell Cserno, Coordinator  
Cameron Mozafari and Shanna Charles, Graduate Assistants
Essential Writing Tips

- Page 1 does not include your name and class information. It begins with the first paragraph/introduction of the paper.
- Be sure to read all directions.
- Ask questions for clarity. Never, ever, assume anything. (It gets you no where)
- Come up the topic or ideas about the paper.
- Collect the appropriate information in a timely manner.
- Begin to write.
- Proofreading is so essential.
- Read aloud or tape yourself reading the paper.
- Have a dictionary or use dictionary.com
- Have a thesaurus nearby or use the one located in Word
- Look at the grammar (this is so key)
- Re-read the paper so that it reflects what the directions ask for.
- Have someone else read the paper for you.
- Look at your sentence structure. (i.e., subject-verb agreement, etc.)
- Use correct punctuations (i.e., semicolon, colon, etc.)
- Be sure to use the correct word (i.e., there, their, they’re).
- Use correct APA guide.
- Most importantly, do not wait until the last minute!!!!