EDCP 315 – Leadership in Groups & Organizations
Spring 2010 – Section 0101

Time: Tuesdays and Thursdays
2:00 – 3:15 p.m.

Location: Reckord Armory 0112

Instructors:
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Updated: Jan 26, 2010

Course Description
The purpose of EDCP 315 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. In addition, students will explore their own leadership abilities and practices and the ways in which they intersect with students’ roles in group settings.

Learning Outcomes
As a result of engaging in this course, students will be able to:
- Develop a personal philosophy of leadership.
- Develop an awareness of one’s own approach to working in groups and organizations.
- Gain knowledge of various theories and frameworks for understanding the nature of groups and organizations.
- Apply those theories and frameworks to improve their understanding of organizational dynamics.
- Improve one’s own effectiveness in groups and organizations.
- Compare and contrast multiple contemporary approaches to leadership.
- Understand the complex nature of systems and structures and be capable of successfully navigating through systems to create positive change.

Accommodations
If you are a student with a documented disability and wish to discuss academic accommodations for this class, please contact the instructors during the first week of class. Additional information and support is available through Disability Support Services at 301.314.7651 or at http://www.counseling.umd.edu/DSS/.
Textbooks
The following textbooks constitute a major portion of the course content and are required for this course. In addition, we will distribute selected readings from other sources to you either in class or via Email. All books below are available at the University Bookstore. If purchasing elsewhere, please verify that you are buying the correct edition (search by ISBN number if possible):

*ISBN-10:* 0787964271  
*ISBN-13:* 978-0787964276

*ISBN-10:* 0787968331  
*ISBN-13:* 978-0787968335

Adjustments to this Syllabus/Class Cancellations
Please note that all aspects of this syllabus may be subject to change based on the needs of the class and upon mutual agreement between the instructors and students. Students are responsible for knowing whether campus is open, closed, or operating on an altered schedule each day. The current campus status can always be found by calling (301) 405-SNOW. If inclement weather or a University closure causes the campus to be closed at the beginning of our scheduled class meeting time (e.g. campus is closed at 2:01 p.m.), we will not hold class that day and will make up the cancelled class and its topics according to University policy.

Grading
Grades for the course will be determined by the following assignments. The point values are shown below. There will be no rounding up of grades.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation and Engagement</td>
<td>35</td>
</tr>
<tr>
<td>Personal Reflection Journals</td>
<td>50</td>
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<tr>
<td>Challenge Course Individual Journal</td>
<td>25</td>
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<tr>
<td>Group Frame Presentation</td>
<td>25</td>
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<tr>
<td>Group Immersion Project Paper</td>
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<tr>
<td>Group Immersion Project Presentation</td>
<td>15</td>
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<tr>
<td>Leadership Philosophy Paper</td>
<td>25</td>
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</tbody>
</table>

**Total** 200 points

Letter grades will be assigned strictly as follows:

- 97 – 100% = A+
- 94 – 96.99% = A
- 90 – 93.99% = A-
- 87 – 89.99% = B+
- 84 – 86.99% = B
- 80 – 83.99% = B-
- 77 – 79.99% = C+
- 74 – 76.99% = C
- 70 – 73.99% = C-
- 67 – 69.99% = D+
- 64 – 66.99% = D
- 60 – 63.99% = D-
- 59.99% and below = F
Course Expectations
This is a 3-credit, 300-level course and, as such, all students are expected to meet or exceed general standards of responsibility and self-discipline appropriate for such a class. This includes standards for attendance, completion of assignments, and overall participation in the learning environment, as detailed below. You are encouraged to raise any questions or concerns about specific policies, procedures, or expectations as early as possible.

Attendance
Attendance at all class sessions is expected. Unexcused absences from class sessions will impact your participation grade (see below). Absences from a portion of a class session (ie, late arrivals or early departures) will also be factored into your participation grade. Excused absences will only be provided on a limited basis for extenuating circumstance (varsity athlete travel, illness with a doctor’s note, death in your family, etc.), and will only be excused with prior notice, 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.

Participation
Your participation grade is based on several factors:
1. Attendance – your attendance is vital to your class participation grade. If you are more than ten minutes late for a class period, your attendance for that class will not count. Attendance is approximately half of your class participation grade and will suffer as a result of unexcused absences or tardiness.
2. Reading – in order to participate fully in class, all assigned readings must be completed. Failure to complete the readings will be obvious during class discussions and will cause your class participation grade to suffer.
3. Raising and answering questions
4. Sharing ideas, observations, and personal experiences
5. Relating and synthesizing ideas of others
6. Pointing out relationships to earlier discussions
7. Helping others develop their views and ideas

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 discussion. 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 contributions to in-class discussions, 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.

Distractions, Laptops, & Food
This class requires a significant amount of dialogue and participation, and as such, we expect that you will be fully present and engaged at all times. You will find that laptops, palmtops, cell phones, PDAs, PSPs, Blackberries, iPhones, iPods, other iDevices and their accessories have little use in the format of this course. All such devices should be turned completely off (not on silent or vibrate mode) for the duration of each class meeting. If you are subject to circumstances that require you being reachable during class, please discuss this with the instructors at the beginning of class. Finally, small snacks and drinks are perfectly acceptable in class, so long as
they do not become distracting to other students. Please check the class calendar ahead of time as some of our more interactive class activities may make snacking difficult.

Open Discussion & Respect
A quality learning experience in this course rests heavily upon the interaction and exchange of ideas among students and instructors. It is important that we establish an atmosphere of mutual respect. We will not always agree, and in fact we will learn better from different viewpoints. With this in mind, we must expect from each other that all discussion will be conducted with civility and integrity. This atmosphere of respect extends to any guests we have in class and any times we visit other areas of campus.

Assignments
All assignments and projects must be completed and turned in at the beginning of the class in which they are due. There will be no extra credit opportunities and late assignments will not be awarded credit unless you have made arrangements with the instructors prior to the due date.

Academic Integrity
The University has a nationally recognized Honor Code that broadly defines academic dishonesty as being inclusive of cheating, fabrication, facilitating another’s academic dishonesty, or plagiarism. As a member of this academic community, you are expected to adhere to the University’s Code of Academic Integrity and share in the responsibility to actively deter academic dishonesty on your campus and to uphold the principles of academic integrity for yourself and for other students. In part, this means that if you are aware of acts of academic dishonesty, either your own or a classmate’s, you are responsible for challenging those acts and reporting them to the Student Honor Council. As your instructors, we bear these same responsibilities. Visit the Student Honor Council website for more details at www.studenthonorvecouncil.umd.edu/students.html

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. Notice should be provided as soon as possible.

Electronic Communications
E-mail is considered an official form of communication at the University of Maryland. You will be expected to have an e-mail account that you check and respond to regularly. It is your responsibility to ensure that if you send emails to both instructors and receive a reply if you are emailing an assignment.
Assignments

Below is an overview of the assignments you are responsible for throughout the semester, in addition to your consistent attendance and participation. More detail on each assignment will be given in class. You are encouraged to ask questions about these assignments early and often. In the event a student is excused from class, their assignment must be submitted via email to the course instructor by the beginning of class or earlier.

All written assignments are to be standard 1 inch margins, double spaced, Times New Roman, 12 point font!

Class Participation & Engagement 35 points
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 class discussions thoughtfully and to integrate course readings will be heavily weighed in determining final grades. In class, you will work in small teams to discuss readings, engage in simulations, 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. Class participation is essential and expected.

Personal Reflection Journals 50 points
Each Thursday you will complete a brief reflective journal on the weekly readings. This will be a 1-2 page typed reflection on the material and is intended to be informal. Treat it like a personal journal. This is not a summary of the reading – it is a reflection of your thoughts concerning the reading and how they apply to your future careers.

Challenge Course – Group & Personal Reflection Journal & Paper 40 points
  ❖ Individual Journal – 25 points
The class will be participating in a challenge course experience at the University’s Outdoor Recreation Center to illustrate concepts from The Leadership Challenge. Following the experience each student is expected to write an individual reflection. The assigned individual paper for this assignment must be typed, 3-4 pages long.

Group Frame Presentations 25 points
Your group will be assigned one of the four organization frames presented in the Bolman & Deal text and you will be expected to teach the class the concepts of your frame. In addition you will also provide an executive summary to your classmates outlining the key points of your frame. You will be graded on accuracy and creativity of your presentation and executive summary as well as your ability to engage the class in your discussion. More details will be provided later in the semester.

Group Immersion Project 40 points
  ❖ Paper – 25 points
  ❖ Presentation – 15 points
This is an on-going, cumulative assignment for the course that will expect you and your group to draw on material from the entire course. You will use the Five Exemplary Leadership Practices and Bolman & Deal’s four frames to better understand the various dimensions of the organization your group is assigned to research. You will be asked to employ multiple research methods in this (hand out will be provided with examples of multiple research methods). Your group will prepare a research / analysis paper that should be 8-10 pages. Additionally, your group will prepare and present a 30 minute presentation to share your findings and recommendations to the class. The expectations and framework for this assignment will be provided early in the semester.
Leadership Philosophy Paper  
This is a brief reflection paper that focuses on what you have learned in this course and what “takeaways” you plan to use in the future. You can either choose one topic or lesson that was specifically of interest to you or give a broader summary of lessons learned. This will be due on the last day of class, May 11th. The assigned individual paper for this assignment must be typed, 3-4 pages long.

Want to keep track of your grades? Use this handy chart…

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>My Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation &amp; Engagement</td>
<td>35</td>
<td></td>
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<tr>
<td>Reflection Journals</td>
<td>50</td>
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<tr>
<td>Challenge Course – Individual Journal</td>
<td>25</td>
<td></td>
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<tr>
<td>Group Frame presentation</td>
<td>25</td>
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<tr>
<td>Group Immersion Paper</td>
<td>25</td>
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<tr>
<td>Group Immersion Presentation</td>
<td>25</td>
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<tr>
<td>Leadership philosophy</td>
<td>25</td>
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<tr>
<td><strong>Final Score Total</strong></td>
<td><strong>200</strong></td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>1</td>
<td>Jan 26</td>
<td>Introductions</td>
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<tr>
<td>2</td>
<td>Jan 28</td>
<td>Introduction and Personal Views of Leadership</td>
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<tr>
<td>3</td>
<td>Feb 2</td>
<td>Overview of Five Practices</td>
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<tr>
<td>4</td>
<td>Feb 4</td>
<td>Model the Way</td>
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<tr>
<td>5</td>
<td>Feb 9</td>
<td>Inspire Shared Vision</td>
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<tr>
<td>6</td>
<td>Feb 16</td>
<td>Challenge the Process</td>
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<td>7</td>
<td>Feb 23</td>
<td>Enable Others to Act</td>
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<td>8</td>
<td>Feb 25</td>
<td>Leadership Ethics</td>
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<tr>
<td>9</td>
<td>Mar 2 &amp; 4</td>
<td>Challenge Course</td>
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<tr>
<td>10</td>
<td>Mar 9</td>
<td>Challenge Course Reflection</td>
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<tr>
<td>11/12</td>
<td>Mar 23</td>
<td>Introduction: The Power of Reframing</td>
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<tr>
<td>13</td>
<td>Mar 25</td>
<td>Simple Ideas, Complex Organizations</td>
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<td>14</td>
<td>Mar 30</td>
<td>Structural Frame</td>
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<td>15</td>
<td>Apr 1</td>
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<tr>
<td>16</td>
<td>Apr 6</td>
<td>Human Resource Frame</td>
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<td>17</td>
<td>Apr 8</td>
<td>Political Frame</td>
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<td>18</td>
<td>Apr 13</td>
<td>Symbolic Frame</td>
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<tr>
<td>20</td>
<td>Apr 22</td>
<td>Group Presentations 1 &amp; 2</td>
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<tr>
<td>21</td>
<td>Apr 27</td>
<td>Group Presentations 3 &amp; 4</td>
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<td>22</td>
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<td>23</td>
<td>May 4</td>
<td>Group Presentations 7 &amp; 8</td>
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<td>24</td>
<td>May 6</td>
<td>Group Presentations 8 &amp; 12</td>
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<tr>
<td>25</td>
<td>May 11</td>
<td>Wrap-up, Evaluations, &amp; Celebration</td>
</tr>
</tbody>
</table>

Due: Journal # 1
Due: Journal # 2
Due: Journal # 3
Due: Journal # 4
Due: Challenge Course Individual Reflection Paper
Due: Journal # 5 (Due via Email)
Due: Journal # 6
Due: Journal # 7
Due: Journal # 8
Due: Journal # 9
Due: Journal # 10
Due: Group Papers 1 & 2
Due: Group Papers 3 & 4
Due: Group Papers 5 & 6
Due: Group Papers 7 & 8
Due: Leadership Philosophy Paper