EDCP 417: ADVANCED LEADERSHIP SEMINAR
University of Maryland, College Park - Fall 2010

Course Overview

Course Information:
Section 0101 – Fridays – 9-11:45am; J.M Patterson (JMP) Room 2202

Instructors:
Daniel Ostick
Coordinator for Leadership Curriculum Development & Academic Partnerships
Adele H. Stamp Student Union – Center for Campus Life
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Course Description:
Students will analyze and synthesize the concept of leadership using cultural, ethical, sociological, and historical perspectives. Exploration and reflection of personal values, decision-making, and in-depth analysis of various leadership themes will take place in course activities.

Course Objectives:
Students are expected to:
• Deepen your own thinking about leadership theories and practices.
• Apply critical thinking to the complexity of the field of leadership studies.
• Compare and contrast traditional and emergent paradigms of leadership.
• Connect leadership principles with practices in a deep, meaningful way.
• Develop a purposeful set of actions and beliefs related to leadership.
• Build an awareness of leadership issues facing our community and society.
• Develop a commitment to the ethical practice of leadership.
• Understand the nature of coalitions, communities, and systems.
• Increase individual and collective efficacy to make positive social change.
• Refine your own personal philosophy of leadership to guide you in transitions from collegiate leadership environments to new contexts.
• Develop a greater understanding of your personal capacity for leadership.

Course Expectations:
• Students will come to class prepared for active participation. A quality learning experience in this leadership course rests heavily upon interaction and exchange of ideas among students and the instructors. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighed in determining your final grades.
• In class, you will work in small teams to discuss readings, engage in simulations, prepare for guest scholar and leader visits, and use theory to enhance practice through carefully designed groups activities. The teams will allow you to apply leadership theory and concepts in diverse contexts.
• Class attendance is essential and expected. Unexcused absences will be factored into final grades. 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 illness (self or dependant), religious observations, participation in university activities at the request of university authorities, or compelling circumstance beyond the student’s control and will only be excused with prior notice, except in case of emergency. For both excused and unexcused absences, students are still responsible for coursework missed and turning in assignments on time. Students are expected to notify the instructors prior to an absence from class. Each day of class is the equivalent of a week of class. Thus, partial absences (late arrival, leaving early) will also be counted. (NOTE: Simply because you tell an instructor that you will not be present does *not* necessarily mean that the absence is excused.)
• The classroom will be a safe environment for exploring ideas and challenging assumptions. It is an expectation of this course that students will take the necessary action to respectfully listen to the voices of others and share their own opinions and values and voice. Students and the instructors are expected to treat each member with respect.
• 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. Written assignments will be reviewed for both content and presentation. Unless otherwise noted, written assignments are to be typed, double-spaced, in 12 point font, with 1" margins. All citations must be in a recognized format such as APA or MLA. Websites must also be cited with their full and accurate URL.
• Students should be prepared to experience learning through many different avenues and participate in each to his or her fullest capacity.
• Students can expect the instructors to come prepared. The instructors will be willing listeners with regard to student concerns. Students may expect the instructors to be available outside of class to give additional help or support. These meetings will be scheduled to meet the students' and instructors' schedule.
• Many issues in the class session are to remain confidential. Class members are expected to remain mindful of this issue with respect to their peers’ contributions during class.
• Students must refrain from using cellphones and sending or reading text messages, and unless explicitly needed for the course, should not be using laptops or other technology during the class periods. This will be strictly enforced.
• In alignment with the above expectations, students are encouraged to refrain from note-taking during discussions as a mechanism for enhanced engagement, authentic dialogue, and active learning. Instructors will provide time for students to take notes and reflect on learning during the course.

Course Policies

Code of Academic Integrity:
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit www.shc.umd.edu.

In addition, students will sign the University’s honor pledge (see below) during the first class which will hold true for all assignments, papers, and tests throughout the semester.

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

– Sign your name

Religious or Cultural Observances:
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 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.

Students with Disabilities:
Both in compliance with and in the spirit of the American with Disabilities Act (ADA), the instructors would like to work with students who have a disability that impacts learning in this class. 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 are 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.
Students in Need of Assistance:
The University of Maryland offers a variety of services for students in need of either educational or psychological assistance. Learning Assistance Services (LAS) - offers services and programs on writing skills, English as a second language, study and time management skills, math skill, and issues for students over 25 years of age. They also offer a range of handouts, available on-line. If you need other educational services or support, please contact your instructor for additional resources.

If you are experiencing personal stress that is interfering with your ability to succeed, please consider contacting the Counseling Center or the Mental Health Service at the University Health Center for an appointment. The Counseling Center also offers on-line resources on a series of topics.

Learning Assistance Services (LAS)  Counseling Center
2201 Shoemaker Hall  Shoemaker Hall
Email – Lasinfo@umd.edu  Phone – 301-314-7651
Phone – 301-314-7693  Website – www.counseling.umd.edu
Website – www.counseling.umd.edu/LAS

University Health Center, Mental Health Service
2nd Floor, University Health Center (across from The Stamp Student Union)
Phone – 301-314-8106
Website - www.health.umd.edu/services/mentalhealth.html

Course Evaluations:
While we hope to create a learning environment in this course that allows students to provide timely feedback to instructors, there are a couple more formal ways we will engage in evaluation as a class. The university has a new campus-wide online course evaluation system, CourseEvalUM. Your participation in this system will make a real contribution to our academic program. We value this student feedback, and other students will benefit from having evaluation data for all courses readily available. CourseEvalUM will be open for students to complete their evaluations at the end of the semester and can go directly to the website (www.courseevalum.umd.edu) to do so. Students will be alerted via their official University e-mail account when the website is active for this semester. Students who complete evaluations for all of their courses in the previous semester (excluding summer), can access the posted results via Testudo's CourseEvalUM Reporting link for any course on campus that has at least a 70% response rate.

Textbooks:
Required:
- READINGS AVAILABLE ON ELMS (WWW.ELMS.UMD.EDU)

Supplemental Course Materials
The following textbooks are used as the primary course materials for EDCP 217 and EDCP 315. It is expected that you are already familiar with the content of these books.
Course Assignments

Participation (100 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. 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.

Your participation grade is based on several factors:
- 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.
- 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. Students who come to class unprepared may be asked to leave.
- Raising and answering questions
- Sharing ideas, observations, and personal experiences
- Relating and synthesizing ideas of others
- Pointing out relationships to earlier discussions
- Helping others develop their views and ideas

Reflective Responses (60 points)
Each reading assignment is a critical component of the preparation required for full and active participation in class. It is also necessary to reflect upon the reading to make meaning of the material. Therefore, at the beginning of each class session when a new topic is covered, there will be a short reflective response connected to the topic of each class. Each response is worth 10 points (6 total).

Leadership Fad “Book Report” (20 points)
Every year it seems a “hot” book on leadership or management climbs to the top of the bestseller list by promising a “new,” “radical,” or “revolutionary” take on success. Popular press books on “leadership” – such as Seven Habits of Highly Effective People, Who Moved My Cheese?, The One-Minute Manager, Fish!, Good to Great, and Getting to Yes – have come to saturate the market. The purpose of this assignment is to take a brief glimpse into this genre, identify some common themes and elements of these works, and begin to analyze these popular press notions of “leadership.”

Thus, for this assignment, you will be assigned one of these popular books and will need to review the work and create an Executive Summary (1-2 pages at most) to distribute to the class on your book (bring one for everyone). Your summary should focus on the central idea(s) or premise of the book. We do not expect you to read the book you are assigned (although you are welcome to do so). Rather, you are expected to research your book on the web (using sites like Amazon, the NYT Review of Books, and websites run by the author or otherwise tied to the book) and report from those sites.

Leading Group Theory Discussions (45 points)
At the onset of the course, students will be divided into groups of and be assigned a date for facilitating 60 minutes of course discussion on the assigned readings. These presentations should include:
- a review of the family of leadership theories being discussed;
- a review of the theoretical frameworks presented and how they answer the core criteria/questions covered in the leadership theory analysis papers;
- a critical examination of the merits and potential weaknesses or challenges of the theories;
- an active-learning activity based on the readings that involves the entire class.

Additionally, students will be evaluated as a team and receive credit for their evidence of each of the following: collaboration (did the group discuss and integrate their learning versus dividing the presentation into individual “segments”?); planning effort (to what extent was the group prepared by having carefully read and analyzed the readings, collected external research if necessary, and evidence of thought put into the presentation?); and
**Presentation** (was the group able to effectively communicate the necessary information? Was the class engaged by the presentation? How thorough and creative was the presentation?); **Analysis** (did the group critically analyze and deconstruct the family of theory presented? Was this analysis in-depth, thorough, and distinct from first class discussion of topic?). Points will also be awarded for originality, creativity, and overall energy.

**Leadership Theory Analysis and Artifacts (30 points x 4)**

One of the major assignments for this course involves you personally analyzing each of the families of theory presented in class. For each theory family, you will critically analyze each family of theories and include a description of one or more artifacts that reflects the theory or that represents how you may have applied the leadership theory of interest in your student leadership work.

This project will be a great way for you to present your knowledge, skills, abilities, and thoughts about leadership. It will also provide tangible evidence of your learning throughout the semester. Rather than being tedious exercises, these reflections are a chance for you to apply your course work, leadership involvement, and experiences toward your own personal development of a well-documented philosophy of leadership.

For each assignment, you are to turn in a 4-6 page reflection paper **evaluating, analyzing, and/or critiquing** the current family of theory we are covering using the criteria/principles outlined below. Be sure to link your reflections to class readings, discussions, and activities.

**NOTE:** We do “**NOT**” want you to simply regurgitate or repeat what you heard in class; this is a chance for you to be reflective and to tell us your own thoughts and ideas about the theories.

Here are some questions that may help you evaluate, analyze, or critique the various theories (by some, we mean that this is NOT a checklist NOR is it an exhaustive list):

- What assumptions do the models/theories make about the **purpose of leadership**?
- What assumptions do the models/theories make about **power and influence**?
- What is the role of **ethics or values** in the models/theories?
- How are **diverse views** (inclusiveness, pluralism) addressed in the models/theories?
- What assumptions do the models/theories make about **relationships** (between and among individuals, groups, organizations, systems)?
- What **organizational structures and contexts** are the models/theories most suited for? What contexts would not be conducive to this type of leadership?
- How do these models/theories **inform your own thinking about leadership**? Which parts resonate with you? Which parts are you critical about? How will these models/theories inform how you do leadership in the future?
- How might you apply this family of theory to your **current and previous leadership experiences**? Would they work well in your current leadership context? Why or why not?

In addition to the paper (ie, beyond the 4-6 pages), you should also include a 1-page artifact/artifact description. Describe what **artifact(s)** from your prior or current leadership experiences best represent the family of theory we are discussing in class. You need to 1) briefly describe the artifact or artifacts (attach if possible) and 2) write a paragraph or two describing HOW you selected the artifact and WHY you think it represents the theories at hand. This may be single-spaced. If desired, the artifact/artifact description may be woven into the larger assignment.

An “artifact” is just a fancy name for a tangible piece of evidence. We encourage you to think broadly and be creative. More important than the artifact you choose is how you make meaning of it and connect it to leadership. For example, in this class artifacts may be any of the following:

- A paper or presentation completed for another academic class.
- Work done in the context of a student organization (such as an SGA bill, constitution, project, or promotion you have done)
- A description of community service or internship experiences.
- A description of a significant moment in your life or an ethical dilemma you faced.
- A video or audio file of your achievements.
- A piece of art.
Leadership Philosophy Paper (100 points)
Your final paper will be a synthesis of what you have learned from the course and the rest of your leadership courses as represented by a written presentation of your personal philosophy of leadership.

This final paper should be 6-8 pages in length and serve as a capstone/summary of your experience in leadership courses. Start with one a one sentence of your definition of leadership. Then, support it. Why those words? Why not other words? What do they mean? What do they mean to you? Where does that come from? What artifacts support it? How has it developed? This paper should walk us through your definition with lots of elaboration, introspection, and synthesis, and should use course content liberally.

Final Project/Assignment
We are going to design this project as a class. While the logistics of the assignment may vary widely, there are two primary goals that will need to be met:

- Students should demonstrate a deeper understanding of leadership
- Students must demonstrate collaborative leadership

Some (but not all) of the questions that will need to be answered:

- Is this a small group project or a large group project?
- Is there a paper to be written? Or a presentation to be done? Both? Neither? Other? What are the expectations or parameters for any written or presented work?
- Does everyone need to do the same project or can projects differ by group? How are groups formed?
- Is everything due at the same time? Are there due dates along the way?
- What is the outcome you are looking for? What is the best way to show your deepened understanding of leadership in a collaborative group?
- Is this assignment a theoretical research assignment (ie, based on empirical research), a practical application assignment (ie, all about YOU and YOUR experiences), an applied experience assignment (ie, you have to go out and interview people or learn about something or engage with an issue or person or site), or none/all of the above?
- How should the assignment be graded? Does Daniel grade it? Do you grade your own assignment? Do your teammates or classmates grade the assignment? Should teammate rating forms be used, too?
- How many points should this final assignment be? How does this point value reflect the importance of the assignment?

Grading Criteria

Grading Criteria
All assignments will be graded with the following criteria:

**Content:**
The degree to which the student responds to all the specific items in the assignment. The degree to which a student indicates his or her recall and understanding of the material and concepts covered in the course.

**Introspection, Elaboration and Synthesis:**
The degree to which a student is insightful, thoughtful, innovative and self-aware in the application of course concepts to his or her individual experiences. The degree to which a student provides detail, depth and development in written work. Instructors will be looking for the student’s ability to reason and provide rationales for conclusions, the extent of critical thinking, the development of examples and analogies, and the application of leadership concepts. The degree to which the student “brings it all together” and incorporates leadership theory in the creation of new insights, unique products and/or creative solutions.

**Form:**
The care and clarity with which a student completes papers and presentations. Written assignments should be of very high quality. Grammar, syntax, punctuation and structure of assignments should support and enhance the concepts that the student intends to convey. The organization, clarity and polish of the group presentation should do the same.

Class members are expected to seek approval for extensions of assignment deadlines prior to due dates from the instructor(s). All assignments are due and will be collected at the beginning of the class on which they are due. Assignments turned in late will result in the loss of one full letter grade, plus an additional letter grade for
each subsequent 24-hour period after the due date. (i.e., a paper turned in two hours after the due-date class
period will be counted as late and one letter grade will be deducted). If you anticipate having trouble turning an
assignment in on time, please make arrangements with your instructors in advance. Computer and printing
problems are not acceptable excuses for late papers. If you email your paper, you will receive a confirmation
response within 24-hours. If you do not receive the confirmation, assume your paper was not received. The
time that your submission is successfully submitted will be used as the time of submission for any deadline
grading reductions.

In addition to these graded assignments, you may also be given several non-graded assignments which will
count towards your participation grade. These are provided to flesh out the material or to prepare you for a
class discussion.

Grading Summary and Scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>100 points</td>
</tr>
<tr>
<td>Reflective Responses (6 x 10 pts per response)</td>
<td>60 points</td>
</tr>
<tr>
<td>Leadership Fad “Book Report”</td>
<td>20 points</td>
</tr>
<tr>
<td>Leading Group Theory Discussion</td>
<td>45 points</td>
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<tr>
<td>Leadership Theory Analysis &amp; Artifact</td>
<td>120 points</td>
</tr>
<tr>
<td>Leadership Philosophy Paper</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Project</td>
<td>??? points</td>
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</tbody>
</table>

Total Possible Points  ??? points

A  = 94-100%  B+  = 87-89.99%  C+  = 77-79.99%  D+  = 67-69.99%
A-  = 90-93.99%  B  = 84-86.99%  C  = 74-76.99%  D  = 64-66.99%
     B-  = 80-83.99%  C-  = 70-73.99%  D-  = 60-63.99%
     F  = below 60%

While pluses and minuses will appear on your transcripts, UMD will only calculate whole points into your grade
point average.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
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<tbody>
<tr>
<td>Sept. 3 (1)</td>
<td>Introduction; Learning the language of leadership</td>
<td>Sign up for theory presentations</td>
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</table>
| Sept. 10 (2) | Management Fads; Interdisciplinary Nature of Leadership; Nature of Theory; Evolution of Leadership Theory | Read:  
- Rost – Forward, Preface, C 1-2  
- Northouse: Introduction  
- Carducci & Rhoads, “Of minds and media: Teaching critical citizenship to the plugged-in generation.”  
Due:  
- Brief presentation (5 min) and handout on one fad.  
- Review syllabus and come with questions |
| Sept. 17 (3) | Transforming/Transformational/Charismatic Leadership | Read:  
- Burns: *Leadership* (Prologue, Chapters 1 & 16)  
- Lussier & Achua: “Charismatic and Transformational Leadership” (read pp. 372-385 & pp. 401-405)  
- Couto: “The Transformation of Transforming Leadership” |
| Sept. 24 (4) | Transforming/Transformational/Charismatic Leadership Presentation and Discussion | Due:  
- Student group presentation on readings;  
- Theory analysis & artifact paper #1 on transformational/charismatic leadership |
| Oct. 1 (5) | Collaborative Leadership & Leadership for Social Change | Read:  
- Rost – Chapter 5  
- Komives: “A Call for Collaborative Leadership”  
- Astin: “Leadership for Social Change”  
- Chrislip & Larsen: “New Visions of Leadership and Civic Action”  
- Morton, “The Irony of Service”  
| Oct. 8 (6) | Collaborative Leadership & Leadership for Social Change Presentation and Discussion | Due:  
- Student group presentation on readings  
- Theory analysis & artifact paper #2 on leadership for social change and civic engagement |
| Oct. 15 (7) | Principle-Centered Leadership & Servant-Leadership | Read:  
- Rost - Chapter 7  
- Hughes et al.: “Leadership & Values”  
- Kidder: “Universal Human Values”  
- Greenleaf: “Servant Leadership”  
- Spears: “Servant-Leadership and the Greenleaf Legacy” |
| Oct. 22 (8) | Principle-Centered Leadership & Servant-Leadership Presentation and Discussion | Due:  
- Student group presentation on readings  
- Theory analysis & artifact paper #3 on principle-centered leadership |
<table>
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<tr>
<th>Date</th>
<th>Event</th>
<th>Read</th>
<th>Due</th>
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| Nov. 5     | Learning Organizations and Leadership in Teams                        | Read: • Senge: “The Leaders New Work”  
• Lussier & Achua: “Leadership of Culture, Diversity & the Learning Organization” (read pages 412-426 & 430-433 & 441-452)  
• Yukl: “Leading Organizational Learning” |                                                                                             |
| Nov. 12    | Learning Organizations and Leadership in Teams Presentation and Discussion | Due: • Student group presentation on readings  
• Theory analysis & artifact paper #4 on learning organizations and systems thinking |                                                                                             |
| Nov. 19    | “Horizons” of Leadership & Discussion                                 | Read: • Rost - Chapter 8  
• Wheatley: Introduction  
• Avolio & Gardner: “Achieving Relational Authenticity in Leadership”  
• Eagly: “Achieving Relational Authenticity in Leadership: Does Gender Matter?”  
• Komives et al: “A Leadership Identity Development Model: Applications from a grounded theory” | Due: • Outline of Leadership Philosophy Paper Due |
| Dec. 3     | Final Project Time (if determined to be necessary)                     | Due: • Final Project (TBD)                                            |                                                                                             |
| Dec. 10    | Wrap-Up and Visit with Susan Komives                                  | Due: • Leadership Philosophy Paper                                    |                                                                                             |
Full Citations of Readings


This course has been developed through the collaboration and partnership of the Department of Counseling and Personnel Services within the College of Education and the Leadership & Community Service-Learning unit within The Adele H. Stamp Student Union Center for Campus Life.