Course Overview

Instructor Contact Information
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Office Hours
Appointments available upon request

Purpose, Scope, and Goals
Increasingly, students are looking for practical, real-life ways to connect the concepts of leadership to the world of work. As students try to be competitive job-seekers and continue to explore internships, part-time positions, and fieldwork experiences, it is important for them not just to be subject-matter experts, but also to have a comprehensive understanding of how the workplace operates. Issues of leadership abound – from how decisions are made, how organizations are organized, how change happens (or doesn’t), how teams succeed or fail, how communication occurs, how organizational culture develops, how ethical dilemmas play out, and how power is used. The workplace is the place where it all happens.

This on-line course will use a variety of readings and discussion pieces to have students critically examine these issues and to engage in meaningful dialogues with other students to explore the issues from multiple perspectives and work environments. Students in the course must be employed (full-time or part-time) during the Spring 2011 semester and must have a workplace that they visit on a regular basis, as they will be asked to connect course concepts to actual workplace experiences and will bring in workplace documents to the discussion. Internships may count toward this requirement.

The course will be designed to connect theory to practice and will allow students to engage in personal critical reflection to share their identities as leaders in the workplace.

Course Objectives for EDCP 318W

Knowledge/Cognitive Learning Goals
- Explore leadership theories
- Begin to value leadership as a process, not just position
- Exposure to workplace theories

Personal Development Learning Goals
- Gain knowledge about self
- Develop consciousness of self; self-efficacy; feelings of mattering; manage personal emotions; values clarification; understand cultural heritage
- Apply self-knowledge
- Practice congruence; commitment; identify passions; discuss cultural differences and issues
- Learn to value ethical thought and action
- Develop critical thinking skills

Group/Organizational Learning Goals
- Learn to engage constructively with others
- Practice collaboration; controversy with civility/principled dissent; engage across difference
- Understand group roles, group dynamics, and group decision making
Course Policies

Academic Integrity
In all class work and assignments, the University expects the highest personal and professional standards that reflect the objectives of the University of Maryland. Students will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas through University of Maryland procedures. Proper citations, paraphrasing and proper quotations are essential in all work. Also, submitting work that implies participation where none occurred or where more than one individual worked on an individualized project will be viewed as violations of these standards. Any suspected violations of the Code of Academic Integrity such as cheating, fabrication, plagiarism, and facilitating academic dishonesty will be reported to the Student Honor Council and have a direct impact on your grade in this course.

The Honor Pledge is a statement all undergraduate students are asked to write by hand and sign on examinations, papers, or other academic assignments not specifically exempted by the instructor. Students will be asked to re-affirm The Pledge on all written assignments submitted for grades as well as on any midterm and final examinations. UMD does not require that the pledge be written, but we ask that you do so. The Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.  
- ________ sign your name _______ -

More information about academic integrity and the Honor Pledge is available online at www.shc.umd.edu

Atmosphere
As an on-line class, we will not meet in person. Despite this, 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 on-line class blogs and discussions. 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.

Confidentiality
Students will be asked to share personal insights into their workplaces, much of which they would not be comfortable sharing with their coworkers. Students may not print out, share, or forward other students' work to anyone not associated directly with this course - these issues are to remain confidential. Please be mindful of this as you engage in the course.

Expectations of Instructors
Students can expect that their instructor will be prepared for the course, respond in an appropriate, reasonable, and timely fashion to student work, and take students' interests and experiences into consideration when developing course materials. The instructor will be available to students to talk on the phone, engage in an e-mail conversation, or chat via Skype, webcam, or a service such as GChat. Students are encouraged to make extensive use of the instructor.
Course Evaluations
While the instructor hopes to create a learning environment in this course that allows students to provide timely feedback, there are more formal ways we will engage in evaluation as a class. The College of Education 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.

Participation
While there are no required class meeting times, active participation in an on-line course is even more important than in a face-to-face course. Students will be expected to post responses by the deadlines given and actively respond to other students’ posts in more than a perfunctory way.

Class members are expected to participate actively. Class members will benefit most when the atmosphere is one characterized by active and honest discussion. Leadership skill development in those areas described in the class objectives is maximized by frequent and active participation by all students. Despite the lack of face-to-face meetings, it will be clear to the instructor who is and who is not actively engaged in the course.

Readings
Class members are expected to complete all outside readings and assignments on time. Readings may not always be covered in a formal way, but class members will be held responsible for text material in blog posts and other class assignments.

Religious Observations
Because we are a diverse community and enroll students with many spiritual beliefs, we will be sensitive to students’ requests for deadline amendment 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
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, which can be found on-line at www.counseling.umd.edu/DSS or via telephone at 301-314-7682, provides a variety of services to students with disabilities. Staff members are available to consult with students at any time. 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 that are 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 Adele H. Stamp Student Union)
Phone – 301-314-8106
Website - www.health.umd.edu/services/mentalhealth.html

Course Requirements

Required Texts
The following book will serve as the primary text for this course. It is available at on-line booksellers like Amazon or Barnes & Noble, the University of Maryland Bookstore in the Adele H. Stamp Student Union, or on-line from the publisher at www.strengthsfinder.com.


Note: You should NOT buy a used copy of this book as it contains a personal code to access an on-line assessment that is required for class. The code will not work if used by another individual.

Blackboard
This course will utilize Blackboard (www.elms.umd.edu) regularly for all class-related purposes. Please ensure that this course appears on your Blackboard dashboard.

Technology
This course cannot be completed without consistent access to a computer and a reliable, functional connection to the internet.
Course Assignments

Below is an overview of the assignments you are responsible for throughout the semester, in addition to your consistent attention and participation. Extensive detail on each assignment is given. You are encouraged to ask questions about these assignments early and often. All assignments must be submitted via Blackboard to the course instructor by the deadlines provided. For all assignments, citations should adhere to APA Style (6th Edition).

BLOG ENTRIES

Each blog assignment has three components to it:

1. Your initial entry (responding to a reading or a topic or an idea) – usually due on Tuesdays
2. Your responses to other team member’s blog entries – due on Fridays
3. Your responses to people who have commented on your blog entry – due on Tuesdays

Your initial blog entry for each topic should be no less than 1,000 words (and not to exceed 1,500 words). This should give you ample room to expound upon your ideas, give examples, and reflect critically. Blog entries should not just be a reporting out of information – it should synthesize ideas, include your critical reflections, and apply the ideas in interesting ways to your workplace.

Each student will be assigned to a group (4 students) – this will be your blog team; the individuals who will read your blog and whose blogs you will read. Your responses to other team member’s blogs should offer insightful feedback to what they have shared (and what others may have shared with them, too). What resonated with you? What did you disagree with? Do you have additional insights for them to look deeper at the issues addressed? Are you experiencing anything similar? The idea of the response is to engage in a dialogue of sorts with your group members. Your response to each member of your blog group should be no less than 300 words.

Your reflective response to your group members’ responses on your blog should allow you to reexamine the issue with additional feedback. How do you feel about what they offered? Did this change your thoughts or enhance your thinking? How might you use their comments? Is there anything you need to respond to? You do not need to individually respond to each comment – your response can be collective thoughts on all the comments. Each reflective response should be no less than 300 words.

How Do I Blog?

Initial blog entries are created in Blackboard by clicking on the YOUR BLOGS tab on the left menu column. This will generate a list of each blog topic. Click on the specific blog topic for the week. This will bring up the week’s personalized blog page. On the right-side of the screen, click on ADD NEW ENTRY. This will enable you to complete your initial blog entry. To ensure that technology does not get the better of us, always compose and save your blog entry in a program like Microsoft Word. This way you do not make an entry and somehow lose it.

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To reply to the blogs of members of your blog group, choose their individual name from the drop-down menu on the week’s blog page. This drop-down menu is found just under the ADD NEW ENTRY button. Selecting their name will take you directly to their initial blog post. To reply, please click on AUTHOR DISCUSSION, located in the bottom left corner beneath their blog post. This will allow you to reply to their blog directly, keeping all responses for one person attached to their initial blog. Please be sure that you are replying to their original blog post and not to another classmate’s reply. This will make it easier for the original author to read the responses and adequately form a final response.
**BLOG TOPIC ONE – YOU AND YOUR WORKPLACE**

Your blog entry: **DUE** Wednesday, January 26, 2011 before 10:00 p.m.  
Responses to group members’ blog entries: **DUE** Friday, January 28, 2011 before Noon  
Respond to comments on your blog: **DUE** Tuesday, February 01, 2011 before Noon

Your first topic is simple: introduce yourself to everyone and tell us about your workplace. You can include more than this, but minimally include the following:

- Tell us all about yourself
- What is something interesting about yourself you would like to share?
- Where are you working? What do they do? Who else works there?
- Why are you working at **THIS** place?
- What are you hoping to get out of the experience?
- What are your job responsibilities?
- What are you most excited about in this position?
- What are you most nervous/apprehensive about in this position?
- What strengths do you possess that you think you can apply to this position?
- Have you gotten any advice from your coworkers about how to succeed? What was it?
- What were your first impressions of your workplace? What have you noticed already?

In addition, please also post your résumé so others can have a sense of your work background.

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**BLOG TOPIC TWO – ORGANIZATIONAL CULTURE**

**READ:** Schein; Chapters 1, 2, & 10

Your blog entry: **DUE** Tuesday, February 01, 2011 before Noon  
Responses to group members’ blog entries: **DUE** Friday, February 04, 2011 before Noon  
Respond to comments on your blog: **DUE** Tuesday, February 08, 2011 before Noon

You may not have been at your workplace long enough to have a full understanding of the culture of the organization, but these readings should give you a lot to look for in the workplace to understand it better. Your blog entry should synthesize the readings as they apply to **YOUR** workplace. Be sure to minimally hit on the following concepts. Do not simply stop with these; the chapters have a lot more to share:

- What categories used to describe culture (pp. 12-13 in reading) can you describe from your workplace?
- Chapter Two describes levels of culture – describe these for your workplace.
- What is unique about your organizational culture that may be unique or different from other places?
- If you could apply a metaphor to your organizational culture, what would it be? For example – a well-oiled machine (runs smooth, everyone knows their role), a preschool playground (sense of fun, chaos at times), ancient Rome (constant infighting, vying for power), McDonalds (only one right way to do things, customer service culture). Be creative!
**BLOG TOPIC THREE – STRENGTHS-BASED LEADERSHIP #1**

**READ:**
- Strengths Based Leadership; pp. 1-27; skim pp. 28-95
- Take the on-line StrengthsFinder assessment (activate link using code provided in book);
- Read relevant strengths in pp. 101-235.

Your blog entry: **DUE** Tuesday, February 08, 2011 before Noon
Responses to group members’ blog entries: **DUE** Friday, February 11, 2011 before Noon
Respond to comments on your blog: **DUE** Tuesday, February 15, 2011 before Noon

Your blog this week is all about strengths – yours and others. Address the following questions/issues:
- The beginning of the book talks about focusing on your strengths – do you think you do this? Do you think your workplace maximizes and capitalizes on the strengths of its members?
- After you took the online assessment, what are your top five strengths? What is your overall reaction? Do you think it is accurate? Do you think your workplace allows you to flex these strengths?
- Over the course of the semester, you will examine all five strengths. In this blog entry, examine one strength thoroughly (use the book as a guide). How can you use this strength in your workplace? The book provides lots of suggestions – apply those to where YOU work.
- How might your workplace (or you) operate differently if you were able to use this particular strength? Can you make this a reality? Why or why not?

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**BLOG TOPIC FOUR – WORKPLACE ETHICS**

**Read:**
- Yukl; Chapter 14 – Ethical Leadership and Diversity
- Northouse; Chapter 10 – Addressing Ethics in Leadership

**Locate and Read:** Any documents that address ethics in your workplace (professional ethical guidelines for the field, ethical statements for your workplace, ethical training, ethical principles that have been shared with you)

Your blog entry: **DUE** Tuesday, February 15, 2011 before Noon
Responses to group members’ blog entries: **DUE** Friday, February 18, 2011 before Noon
Respond to comments on your blog: **DUE** Tuesday, February 22, 2011 before Noon

Almost everyone agrees that ethics are important in the workplace. But, when we consider who defines those ethics, how these ethics are taught (can they be?), and how a culture of ethically behavior is developed, it gets complicated. This topic’s blog is all about your conception of ethics and how they play out in your workplace. Address the following questions/issues:
- Are there ethical principles/concepts from the readings you agree or disagree with? How so? Why?
- What did you discover from your workplace’s ethical documents? (i.e, Easy or difficult to locate? Ever discussed? Very broad or very specific?)
- How have these documents impacted the workplace or the organizational culture?
- What ethical dilemmas or situations have you seen in your workplace? How were they handled? How do you feel about how they were handled? How are they connected to the concepts from the readings?
- What ethical dilemmas or situations might you envision encountering in the future (in this workplace or others)? Walk through one of those and the thought process you have for how to handle it and apply it to the concepts in the readings.
- How do you connect ethics and leadership?
**BLOG TOPIC FIVE – STRENGTHS-BASED LEADERSHIP #2**

**READ:** Relevant strengths in *Strengths Based Leadership* (pp. 101-235).

Your blog entry: **DUE** Tuesday, February 22, 2011 before Noon
Responses to group members’ blog entries: **DUE** Friday, February 25, 2011 before Noon
Respond to comments on your blog: **DUE** Tuesday, March 01, 2011 before Noon

Your blog this week is all about examining another of your five prevalent strengths. Address the following questions/issues:

- In this blog entry, examine a second strength thoroughly (use the book as a guide). How can you use this strength in your workplace? The book provides lots of suggestions – apply those to where YOU work.
- How might your workplace (or you) operate differently if you were able to use this particular strength? Can you make this a reality? Why or why not?

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**BLOG TOPIC SIX – WORKPLACE COMMUNICATION**

**Read:** Perkins; Chapter 3 – Interpersonal Communication
Perkins; Chapter 4 – Small Group/Organizational Communication

Your blog entry: **DUE** Tuesday, March 01, 2011 before Noon
Responses to group members’ blog entries: **DUE** Friday, March 04, 2011 before Noon
Respond to comments on your blog: **DUE** Tuesday, March 08, 2011 before Noon

Work and Leadership – both involve relationships with other people. Your ability to communicate effectively (your ideas, your feelings) with others and your ability to understand communication dynamics in the workplace can make or break your work life. Address the following issues in your blog:

- Chapter 3 lists five keys to positive, healthy work relationships. How well do you do these? At which do you excel? Which do you struggle with? Explain.
- Delve into a part of Chapter 3 in more depth – pick a content area and explore your experience or thoughts about it. For example, you could describe the individuals in your “life movie” (pp. 62-63), or explore the seven ingredients of a communication experience (pp. 68-73), or describe conflict and defensive behavior in your workplace.
- Chapter 4 talks about making room for the group reality. Is this easy or hard in your work environment? How so?
- What are the leadership communication dynamics of your workplace? From where do these dynamics emanate? How does this connect to the readings?
- How do you connect communication and leadership?
**BLOG TOPIC SEVEN – STRENGTHS-BASED LEADERSHIP #3**

**READ:** Relevant strengths in *Strengths Based Leadership* (pp. 101-235).

Your blog entry: **DUE** Tuesday, March 08, 2011 before Noon
Responses to group members’ blog entries: **DUE** Friday, March 11, 2011 before Noon
Respond to comments on your blog: **DUE** Tuesday, March 15, 2011 before Noon

Your blog this week is all about examining another of your five prevalent strengths. Address the following questions/issues:

- In this blog entry, examine a third strength thoroughly (use the book as a guide). How can you use this strength in your workplace? The book provides lots of suggestions – apply those to where YOU work.
- How might your workplace (or you) operate differently if you were able to use this particular strength? Can you make this a reality? Why or why not?

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**BLOG TOPIC EIGHT – EXEMPLARY LEADERS IN THE WORKPLACE**

Your blog entry: **DUE** Tuesday, March 15, 2011 before Noon
Responses to group members’ blog entries: **DUE** Friday, March 18, 2011 before Noon
Respond to comments on your blog: **DUE** Tuesday, March 29, 2011 before Noon

Your blog this week requires you to complete a profile of someone you believe is an exemplary leader within your workplace. In your profile, please consider the following questions:

- Who is the individual you chose? What role does he/she play in your workplace?
- What does this individual do that makes you consider him/her to be an exemplary leader within your workplace?
- From your perspective, what strengths does this individual possess? How does he/she use them? Utilize the strengths from the *Strengths-Based Leadership* text as a guide.
- From your perspective, what strengths does this individual not possess? What could he/she work on to be a more effective leader in your workplace?
- After speaking with the individual you are profiling, what strengths do they see as their strongest?
- How do their perceptions of themselves compare to the observations you have made? Is there agreement or disagreement? If there is disagreement, examine why this might be the case. How might our actions be seen one way by us and an entirely different way by someone else?

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**BLOG TOPIC NINE – STRENGTHS-BASED LEADERSHIP #4**

**READ:** Relevant strengths in *Strengths Based Leadership* (pp. 101-235).

Your blog entry: **DUE** Tuesday, March 29, 2011 before Noon
Responses to group members’ blog entries: **DUE** Friday, April 01, 2011 before Noon
Respond to comments on your blog: **DUE** Tuesday, April 05, 2011 before Noon

Your blog this week is all about examining another of your five prevalent strengths. Address the following questions/issues:

- In this blog entry, examine a fourth strength thoroughly (use the book as a guide). How can you use this strength in your workplace? The book provides lots of suggestions – apply those to where YOU work.
- How might your workplace (or you) operate differently if you were able to use this particular strength? Can you make this a reality? Why or why not?
**BLOG TOPIC TEN – CONFLICT IN THE WORKPLACE**

**READ:** Schein; Chapter 9

Your blog entry: DUE Tuesday, April 05, 2011 before Noon

Responses to group members’ blog entries: DUE Friday, April 08, 2011 before Noon

Respond to comments on your blog: DUE Tuesday, April 12, 2011 before Noon

Your blog this week is all about examining conflict in the workplace. Much like living with roommates or family members, when you spend a lot of time with co-workers you begin to see friendships blossom and conflicts emerge. Address the following questions/issues:

- What is the nature of your relationship with your co-workers? Would you consider any of your co-workers friends or are they simply acquaintances?
- Where do you see conflict arise in your workplace? What is the nature of the conflict? What causes the conflict to emerge? Who is involved?
- What are some ways that conflict presents itself in your workplace?
- When conflict presents itself, how is it managed? Who is involved?
- What role do you personally play in the creation of, perpetuation of, or reconciliation of conflict in your workplace? Be honest. An accurate self-assessment of your current behavior does not need to be indicative of future behavior.
- How does this differ from the role you play in the creation of, perpetuation of, or reconciliation of conflict in your personal life?
- What role does conflict have in the workplace? What are the positive attributes? What are the more negative attributes?
- How do you connect conflict and conflict resolution to leadership?

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**BLOG TOPIC ELEVEN – STRENGTHS-BASED LEADERSHIP #5**

**READ:** Relevant strengths in *Strengths Based Leadership* (pp. 101-235).

Your blog entry: DUE Tuesday, April 12, 2011 before Noon

Responses to group members’ blog entries: DUE Friday, April 15, 2011 before Noon

Respond to comments on your blog: DUE Tuesday, April 19, 2011 before Noon

Your blog this week is all about examining another of your five prevalent strengths. Address the following questions/issues:

- In this blog entry, examine a fifth strength thoroughly (use the book as a guide). How can you use this strength in your workplace? The book provides lots of suggestions – apply those to where YOU work.
- How might your workplace (or you) operate differently if you were able to use this particular strength? Can you make this a reality? Why or why not?
BLOG TOPIC TWELVE – MORALE IN THE WORKPLACE
READ: Kouzes & Posner; Chapters 11 & 12

Your blog entry: DUE Tuesday, April 19, 2011 before Noon
Responses to group members’ blog entries: DUE Friday, April 22, 2011 before Noon
Respond to comments on your blog: DUE Tuesday, April 26, 2011 before Noon

Your blog this week is all about examining morale in the workplace. Motivation is provided differently in each workplace. For some, it is through a reward system. For others, it is through kind gestures and positive feedback. Still others may find that no motivation is provided. Address the following questions/issues:

- From your perspective, provide an overview and assessment of the morale of the staff in your workplace. Are people happy to work there? Do people enjoy the work environment?
- If people are seemingly unhappy in the work environment, what do you believe is the cause?
- What are some ways that motivation presents itself in your workplace? Is motivation provided by supervisors? Where does it emanate from? If you believe that motivation is absent in your workplace, why do you think this is the case?
- How is motivation and morale connected to leadership?

BLOG TOPIC THIRTEEN – TRANSITIONS IN THE WORKPLACE
READ: Alsop; Chapter 8

Your blog entry: DUE Tuesday, April 26, 2011 before Noon
Responses to group members’ blog entries: DUE Friday, April 29, 2011 before Noon
Respond to comments on your blog: DUE Tuesday, May 03, 2011 before Noon

Your blog this week is all about examining transitions in the workplace. Staff turnover is inevitable. While many individuals choose to leave an organization to pursue new opportunities, some individuals are fired from their positions due to poor performance or extenuating circumstances. Address the following questions/issues:

- During your time in your position, how has transition been managed in your workplace?
- When individuals leave and new staff is hired, what is the training process like? What was your training process like? Did you feel adequately prepared for the role you took on?
- How are transitions in your workplace connected to leadership?

WRAP-UP BLOG
Your blog entry: DUE Tuesday, May 10, 2011 before Noon
No response to group partners required, though this is encouraged

This final blog should be an encapsulation of your workplace experience and leadership content, and a chance for you to identify further leadership-related learning objectives for yourself. Address the following issues:

- What new understandings have you developed about what it means to engage in leadership at work (both from the course content AND from your personal experiences at this workplace)?
- Read over your other blog entries – what additional insights do you have? Has your experience been what you expected? Have your first impressions borne themselves out? Has your understanding of the organizational culture, ethical frameworks, or workplace communication expanded or changed? How so?
- What specific goals do you have to help you build upon your leadership capacities in this workplace and in general?
PERSONAL PROJECT

Topic Choice **DUE** Friday, February 11, 2011 by Noon
Project **DUE** Friday, April 22, 2011 by 5:00 p.m.

You will responsible for investigating a leadership topic that connects to the world of work. The possibilities for topic selection are vast, but your project will involve the following elements:

- An 8-10 page paper (not including references)
- “Voices of Work”
- “Leader Reader” Executive Briefing

**Choosing a Topic**
You may choose the topic for your paper, but it needs to be approved by the instructor. Topics can be broad and applicable to multiple setting, such as generational differences in the workplace, workplace conflict, supervision and leadership, dysfunctional leadership, leadership and professional development, politics in the workplace, followership, or transformational leadership. Topics can also be directly relatable to a particular kind of workplace or industry such as leadership in non-profit agencies, leadership and the military, creating change in corporate cultures, promoting leadership among part-time staff, or building leadership capacities in high school students.

**Deadline** – Individual topics must be chosen and submitted to the instructor by Friday, February 11, 2011 at Noon and will be approved quickly if there are no questions.

**Paper**
Your paper should minimally include the following elements:

- A review of the relevant literature on the topic including a minimum of eight (8) sources. A critical analysis of the topic – What resonates with you? What themes do you see? The goal is not to just report what others have to say on the topic, but to make meaning of the topic for yourself and to connect the dots.
- Application of the topic / literature to the workplace (or your workplace, if applicable).
- The assignment must be typed, 8-10 pages long, double-spaced with 1" margins and 12-point Times New Roman font and saved as a Microsoft Word document (.doc or .docx). This assignment should be posted to Blackboard.

**Sources**

- There are many places to find your sources. Consider some of the following –
  - Google Scholar – scholar.google.com
    - The topic may determine the best journals to review, but the following databases might be useful: PsycINFO; ERIC; Education Research Complete (EBSCO); PsycARTICLES; Social Sciences Citation Index
  - Popular Press – while you shouldn’t use all popular press articles (NYTimes, Newsweek, other magazines and newspapers), you might find 1-2 sources that illuminate the topic.
  - Please do NOT use Wikipedia as a source. It MIGHT be a good place to get a general overview of your topic, but should not be a primary source.

“**Voices of Work**”
This part of the project will require you to interview three (3) individuals in your workplace. If this is not possible due to workplace demands or if your supervisor will not allow this, you may talk to individuals outside of your workplace. You should develop questions ahead of time that help you explore the topic. You should submit the following items:

- List of individuals interviewed and brief summary of each (title, length of employment)
- List of questions asked
- 1-2 page (single-spaced) report of findings. Compare and contrast what they share with you.
“Leader Reader” Executive Briefing
The “Leader Reader” is a 2-page (single-spaced) handout that another individual could use if they wanted a simple primer on your topic. Someone with little familiarity with your topic should be able to use your “leader reader” to have a quick and easy-to-follow introduction to the topic. You can include graphics, quotes, resources, etc. Be sure to include your name and any citations necessary. This item may be used for teaching or education purposes in the future.

Grading

Deadlines
The blog posting deadlines are VERY important for this course - your ability to meet posting deadlines will have a direct impact on other students’ abilities to respond to your postings in a timely fashion. Because initial blog entries do not require reading other students’ blogs, you should plan on working ahead if you know you will have conflicts with these deadlines. Entries and assignments which are posted after the deadline with no prior authorization will be penalized.

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 work. 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.

Grading
The following point totals and associated grade levels for the course:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Blog Entries</td>
<td>1400</td>
</tr>
<tr>
<td>Blog Responses to Group Members</td>
<td>650</td>
</tr>
<tr>
<td>Blog Response Recap Reflections</td>
<td>260</td>
</tr>
<tr>
<td>Personal Project Paper</td>
<td>200</td>
</tr>
<tr>
<td>Voices of Work</td>
<td>100</td>
</tr>
<tr>
<td>Leader Reader</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2660 points</strong></td>
</tr>
</tbody>
</table>
Please note that there will be no rounding up of grades. For example, a score of 895 points out of 1000 points (89.50%) would be scored as a B+. While pluses and minuses will appear on your transcripts, UMD will only calculate whole points into your grade point average.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97 – 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>94 – 96.99%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93.99%</td>
<td>3.0</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.99%</td>
<td>3.0</td>
</tr>
<tr>
<td>B</td>
<td>84 – 86.99%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83.99%</td>
<td>2.0</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79.99%</td>
<td>2.0</td>
</tr>
<tr>
<td>C</td>
<td>74 – 76.99%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 73.99%</td>
<td>1.0</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69.99%</td>
<td>1.0</td>
</tr>
<tr>
<td>D</td>
<td>64 – 66.99%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 63.99%</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>59.99% and below</td>
<td></td>
</tr>
</tbody>
</table>

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 Adele H. Stamp Student Union – Center for Campus Life.

Please note that this syllabus is subject to change at any time during this course. All students will be notified if any changes occur.