EDCP 418 – Special Topics in Leadership Development
January 22 – March 15, 2013

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Student Hours
Student Hours are available by email appointment.

Required Text

To order from Sage by email: order@sagepub.com

Order the text book not the ebook. The exciting feature of this book is that you have full access to a learning portal that is filled with resources and videos- a way of expanding your knowledge and library on leadership.

Additional Text

Supplemental resources will be posted online via ELMS.

Course Descriptor
Assisting youth with disabilities achieve successful seamless transition to career opportunities requires us to be competent in interfacing with employers and networking with community partners. Understanding and developing effective leadership skills will assist us in helping students meet their post school vision. We will analyze and synthesize the concept of leadership using cultural, ethical, sociological, and historical perspectives. Personal values, leadership traits, philosophy, styles, and different types of skills needed in working with groups and in organizations will be explored throughout the course. The ELMS discussion board will be available for all students to share their thoughts and experiences. You will take away from this course your own Leadership Profile that will hopefully launch you, or assist you in continuing your quest of being a quality Transition Specialist with high quality leadership skills.

Course Competencies
As a learner, you will have opportunities to:
- self-identify as a leader.
- understand leadership as a trait, an ability, skill, behavior, and relationship.
• acquire knowledge of the different types of leadership skills: administrative, interpersonal, and conceptual.
• apply leadership ability to be task and relationship oriented.
• know how to create a vision, set the tone, and implement the vision.
• know what skills may be needed to bring groups along and to strategically overcome obstacles.
• learn about strategies to manage conflict that result in positive change.
• understand how to foster leadership in group members.
• learn how to become a values-driven leader.

Student Responsibilities
All written work must be submitted via e-mail and in APA manuscript style to include -- typed, 12 point font, double-spaced, and recent references, within the last five years. Please see APA Basics in your Certificate Orientation Packet for more details. Each assignment should have your name, assignment name, course number, and date written on the first page.

In addition, the name of the assignment document sent by email should have the student’s name included along with the assignment name.

Students will adhere to the provisions of the Code of Academic Integrity at the University of Maryland (www.inform.umd.edu/JPO). On all written work, points will be deducted for assignments turned in late.

Participation. Weekly Discussion Questions – Students will submit original responses via ELMS in response to discussion questions provided by your instructor. The content of the questions will be based on text readings for the week. In the spirit of creating peer exchange, each student is to respond to at least one response to another student.

Instructor Responsibilities
The instructor will grade and return assignments with feedback within a reasonable amount of time. The instructor will discuss and provide reasonable accommodations as requested. If you are experiencing any difficulties in keeping up with the academic demands of this course, please discuss this issue with the instructor ASAP. The instructor will be available to discuss any relevant academic issues as needed.

Assignments
The assignments for this class are comprised of:

1-completing 11 brief leadership questionnaires
2-readings in course textbooks
3-writing up observational, reflection & action exercises
4-responding to online discussion questions

5-summarizing questionnaires and create your **Leadership Profile**

6-writing up a course Reflection Paper

All assignments are explained in detail below. Please consult the syllabus schedule for Assignment due dates. Each assignment is to be **submitted to instructor via email by Sunday midnight following the week it is assigned.**

**1 — Chapter Questionnaires**
Prior to reading each chapter in your text, *Introduction to Leadership: Concepts and practice*, completer the chapter questionnaire. By completing the questionnaire first, you will be more aware of how the chapter’s content specifically applies to your present leadership tendencies. In ELMS-Assignments, you may download and complete the chapter questionnaires. Maintain a file of your completed questionnaires as you will use this information to complete assignment 5- **Create Your Leadership Profile.** You will not be required to send these completed chapter questionnaires to your instructor.

**2— Readings in Course Textbooks**
Read, in *Introduction to Leadership*, each chapter and review chapter slides in CANVAS.

| Complete Chapter 1 Questionnaire: Conceptualizing Leadership | Read Chapter 1: Being a Leader |
| Complete Chapter 2 Questionnaire: Leadership Traits | Read Chapter 2: Recognizing your Traits |
| Complete Chapter 3 Questionnaire: Leadership Style | Read Chapter 3: Recognizing your Philosophy and Style of Leadership |
| Complete Chapter 4 Questionnaire: Task and Relationship | Read Chapter 4: Attending to Tasks and Relationships |
| Complete Chapter 5 Questionnaire: Leadership Skills | Read Chapter 5: Developing Leadership Skills |
| Complete Chapter 6 Questionnaire: Leadership Vision | Read Chapter 6: Creating a Vision |
| Complete Chapter 7 Questionnaire: Setting the Tone | Read Chapter 7: Setting the Tone |
| Complete Chapter 8 Questionnaire: Responding to Members of the Out-Group | Read Chapter 8: Listening to Out-Group Members |
| Complete Chapter 9 Questionnaire: Conflict Style | Read Chapter 9: Handling Conflict |
3 — Observational, Reflection & Action Exercises

You are to use this paper composition: Compose a 2-page, 12-font, double-spaced paper in response to the Observational, Reflection & Action Exercise assignments. Each Exercise will be reviewed based on the following Criteria: style, composition, readability, scholar, and quality.

NOTE: Exercise 3.6 will require prior planning to set up the observational experience.

Exercise 3.1: Chapter 1 - Being a Leader
What do the scores you received on the Chapter 1 Conceptualizing Leadership Questionnaire suggest about your beliefs on leadership? Of the five dimensions on the questionnaire (traits, ability, skills, behavior, and relationship) which two are the most similar to your own beliefs? Which two are the least like your own beliefs? Discuss. Think about your own leadership. Identify one trait, ability, skill, or behavior that you could develop more fully to as you become as quality Transition Specialist.

(Note: Recognizing Your Traits (Chapter 2) —complete chapter questionnaire. No reflection paper is required. Summary of questionnaire findings are to be included in your Leadership Profile.)

Exercise 3.2: Recognizing Your Philosophy and Style of Leadership (Chapter 3)
As you look at the results on the leadership styles questionnaire, what scores would you like to change? What would you have to do to make those changes?

Exercise 3.3: Attending to Tasks & Relationships (Chapter 4)
As you reflect on what has been discussed in Chapter 4, and on your own leadership style, how would you describe your own style in relation to task and relationship orientations? What are your strengths and weaknesses? Identify three specific task or relationship changes you could carry out. What barriers will you face as you try to make these changes? What can you do (what strategies can you use) to overcome these barriers?

Exercise 3.4: Developing Leadership Skills (Chapter 5)
Chapter 5 suggests that emotional intelligence is an interpersonal leadership skill. Discuss whether you agree or disagree with this assumption. As you think about your own leadership, how do your emotions help or hinder you as a leader or aspiring leader in transition school to career?

Exercise 3.5: Creating a Vision (Chapter 6)
Creating a vision usually involves trying to change others by persuading them to accept different values and different ways of doing things. Are you comfortable influencing people in this way? Discuss.
Take a few moments to think about and describe a group or organization to which you belong presently or belonged in the past. Write a brief statement describing the vision you would utilize if you were the leader of this group or organization. If you are, have been, or anticipate being a member of a Youth Transition to Work group, please use this group as your example.

(Note: Setting the Tone (Chapter 7)—complete chapter questionnaire. No reflection paper is required. Questionnaire findings are to be summarized in your Leadership Profile.)

Exercise 3.6: Listening to Out-Group Members (Chapter 8)
Based on the score you received on the Responding to Members of the Out-Group Questionnaire, how would you describe your attitude toward out-group members? Discuss.

In the last section of Chapter 8, six strategies for responding to out-group members were discussed. Rank these strategies from strongest to weakest with regard to how you would use them in your own leadership. Describe specifically what you could do to become more effective in all six strategies.

Exercise 3.7: Handling Conflict (Chapter 9)
How do you react to conflict? Based on the Conflict Style Questionnaire, how would you describe your conflict style?

Using Fisher and Ury’s (1981) methods, describe how you could separate the person from the problem and how you could work together to address the conflict?

Observational Exercise 3.8: Overcoming Obstacles (Chapter 10)
(exercise requires prior planning to set up)
Observe a meeting, practice, or session of a weekly staff meeting at work that pertains to transition school to career. Record what you observe at the meeting. Be specific in your descriptions.

Organize your paper using these three headings:
1-General observations
2-Observations of the leader's behavior
3-Observations of group members' behaviors

Respond to these questions in your discussion:
a. What are the goals of the group you observed?
b. What are the major obstacles confronting the individuals in a group?
c. What style of leadership did the leader exhibit? Was it appropriate for the group?
d. If you were leading the group, how would you lead to help group members?

Use the same paper format, 2-pages, 12-font, double space.
Exercise 3.9: Addressing Ethics in Leadership (Chapter 11)
Based on your responses to the Core Values Questionnaire in Chapter 11, what are your core values? Do you think other people know your core values? Are you comfortable talking about these values with others? In your planning for the future (e.g., next 3 years), how will your values influence what you do as a leader in improving transition services? Discuss.

4 — Respond to Online Discussion Questions
Responses to discussion questions are to be posted by Sunday midnight.
Post your response in ELMS and then post a response to one of your student peers’ comments. Each Discussion Question entry will be reviewed based on the following Criteria: on topic, style, composition, readability, quality, and reference to reading/resource material. The discussion questions are posted in course discussion board and as follows:

1. Read Chapter 6-Best Practices in Transition, in your course textbook, Pathways to Successful Transition for Youth with Disabilities. Think about the quality of transition services in your local area that currently exists in a high school as well as services for students once they exit school. What best practices in transition services exist, and what could be improved? Analyze and discuss by referring to best practices in textbook.

2. Read Chapter 14, Teachers as Transition Leaders, in your course textbook, Pathways to Successful Transition for Youth with Disabilities. What are examples of transition leadership skills?

3. Read about the Maryland Seamless Transition Model (MSTC) at www.seamlesstransition.org and click on About MSTC. How would you describe the features of this model to your colleagues? How do you think they would respond?

4. Imagine that you have been chosen to lead a forming group to focus on improving student transition outcomes before they exit school (primary transition outcomes – individualized competitive employment and/or enrolling in postsecondary education). You are preparing for the first meeting. Based on what you have read in Chapter 7- Setting the Tone, identify 5 important actions you could take to help set a positive tone for the group.

5. High-performing teams have strong standards of excellence. Discuss your level of comfort with encouraging other to “keep the expectations of students achieving successful transition outcomes high and the quality of services up.” What leadership behaviors could you strengthen to encourage others to work to the best of their ability?

5 — Create Your Leadership Profile
For this assignment, you are asked to develop a leadership profile of yourself. To do this, you need to utilize the responses to the 11 questionnaires you took as a part of this course as well as the observational, reflection & action exercises that you completed. Collectively, these materials will provide the data for your analysis. The Leadership
Profile should be 7-10 pages, 12-point font, and double-spaced. See ELMS-Assignments for more detailed instructions and profile outline.

6 — Final Assignment: Course Reflection Paper
This assignment will give you the opportunity to discuss your entire class experience. In this paper, you are to address:

- what you learned about yourself personally, as a professional, as a leader.
- how you see using your new skills to provide transition results-based services to youth with disabilities.

Based on what you have learned:

- do you see a need to change the way you or your agency carry out the mission?
- how are you better equipped to improve transition school to career services for youth with disabilities? Who and/or what groups will you attempt to influence?

Please discuss all points in detail and use readings to support your positions.

EDCP 418 – Class Schedule & Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Assigned Readings</th>
<th>Assignments Due by Sunday, Midnight</th>
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<tbody>
<tr>
<td>Week 1/Unit 1&lt;br&gt;Starts: 1/22/13</td>
<td>Read Chapter 1: Being A Leader (Northouse text)</td>
<td>Chapter 1 Questionnaire Discussion Question 1</td>
</tr>
<tr>
<td>Week 2/Unit 2&lt;br&gt;Starts: 1/28/13</td>
<td>Read Chapter 2: Recognizing Your Traits</td>
<td>Chapter 2 Questionnaire Exercise 3.1 Discussion Question 2</td>
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<td>Week 3/Unit 3 &amp; 4&lt;br&gt;Starts: 2/04/13</td>
<td>Read Chapter 3: Recognizing Your Philosophy and Style of Leadership Read Chapter 4: Attending to Tasks &amp; Relationships</td>
<td>Chapters 3 &amp; 4 Questionnaires Exercise 3.2 and 3.3</td>
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<td>Week 4/Units 5 &amp; 6&lt;br&gt;Starts: 2/11/13</td>
<td>Read Chapter 5: Developing Leadership Skills Read Chapter 6: Creating A Vision</td>
<td>Chapters 5 &amp; 6 Questionnaires Exercise 3.4 and 3.5 Discussion Question 3</td>
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<td>Week 5/Units 7 &amp; 8&lt;br&gt;Starts: 2/18/13</td>
<td>Read Chapter 7: Setting the Tone Read Chapter 8: Listening to Out-Group Members</td>
<td>Chapters 7 &amp; 8 Questionnaires Exercise 3.6</td>
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<td>Week 6/Units 9 &amp; 10&lt;br&gt;Starts: 2/25/13</td>
<td>Read Chapter 9: Handling Conflict Read Chapter 10: Overcoming Obstacles</td>
<td>Chapter 9 &amp; 10 Questionnaires Exercise 3.7 and 3.8 Discussion Question 4</td>
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<td>Week 7/Unit 11&lt;br&gt;Starts: 3/04/13</td>
<td>Read Chapter 11: Addressing Ethics in Leadership</td>
<td>Chapter 11 Questionnaire Exercise 3.9 Discussion Question 5</td>
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<tr>
<td>Week 8/Unit 12&lt;br&gt;Starts: 3/11/13</td>
<td>Prepare your Leadership Profile</td>
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3/15/13 COURSE ENDS

Leadership Profile Course Reflection Paper
Final Due Date for All Assignments is March 15 at midnight

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<thead>
<tr>
<th>Assignments</th>
<th>Max. Points Per Assignment</th>
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<tr>
<td>Leadership Questionnaires 1-11</td>
<td>10 pts</td>
<td>110 pts</td>
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<tr>
<td>Observation, Reflection and Action Exercises (9)</td>
<td>35 pts</td>
<td>315 pts</td>
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<td>Discussion Questions (5)</td>
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<td>Leadership Profile (1)</td>
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<td>565 pts</td>
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**Points Accumulated**  
- 500-565 points  
- 435-500 points  
- 370-435 points  

**Grade Equivalent**  
- A  
- B  
- C