“Like all constructs in social science, the definition of leadership is arbitrary and subjective. Some definitions are more useful than others, but there is no single ‘correct’ definition that captures the essence of leadership” (Yuki, 2006, p. 8)

Course Overview
Tuesdays & Thursdays
EGR Room 0135
Section 0101

Instructor Contact Information
Stephanie H. Chang
chang@umd.edu

Office Hours
By Appointment

Purpose, Scope, and Goals
Leadership occurs within a context. It is a relational process between people working towards common purposes. This course will assist students in acquiring and integrating leadership knowledge within group and organizational contexts so they can navigate organizational environments and apply leadership in diverse communities of practice and career contexts. Through hands-on activities, personal exploration, and critical analysis of leadership within groups and organizations, students will gain greater insight into the historical, cultural, and contextual elements of leadership.

Course Objectives

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

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

Group/ Organizational Learning Goals
- Learn to develop common purpose in groups
- Study elements of strategic planning including development of mission, vision, goal and outcome statements; SWOT analysis and stakeholder identification
Required Texts

The following books will be the primary texts for this course. These books will only be available through the University Book Center (not the Maryland Book Exchange on Route 1).


ISBN-10: 0787987999


ISBN: 978-0-470-65172-8

Recommended:


ISBN: 978-1-118-39947-7

There is a mandatory course fee for the class that will be billed directly to student accounts. This fee covers the Leadership Practices Inventory (LPI) instrument.

Academic Integrity

In all class work and assignments, we expect 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 the midterm and final. 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

Students with Disabilities and/or Learning Assistance and additional Assistance Needs

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.

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 – LAS-CC@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

Attendance

Class attendance is essential and expected. Attendance will follow the University’s general attendance policy (www.testudo.umd.edu/soc/atedasse.html), and the attendance policy related to medically necessitated absences (www.president.umd.edu/policies/docs/V-100G.pdf). As the student, you are responsible for familiarizing yourself with the University’s policies on attendance and appropriately adhere to the policy. Understandably, there are situations where excused absences are appropriate (i.e. religious observances, request from University authorities, and compelling circumstances beyond the students’ control), but these absence will only be counted as excused when the student makes a reasonable attempt to inform the instructor prior to class, except in case of emergencies. A reasonable attempt means notifying the myself (the Instructor) or a teaching assistant (if one is part of the course) as soon as possible and provides any appropriate documentation. Any absences and repeated absences that occur without a reasonable attempt to inform the instructor prior to class will be considered unexcused. There are no make-up assignments for unexcused absences!

For both excused and unexcused absences, students are still responsible for coursework missed and for turning in assignments on time. Additionally, occasional in-class assessments may occur, sometimes without advance notice. These assessments will be unavailable for make-up due to an unexcused absence.

Additional Attendance Information

Religious or Spiritual 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 by the end of the drop/add period.

Course Cancellations/Delays

Please check with 301-405-SNOW or the university website (www.umd.edu) for any cancellations or delays due to inclement weather or emergencies. You may also sign up for the free university text messaging system, UMD Alerts, and receive text messages with alerts such as cancellations or delays (alert.umd.edu). This course will comply with any university cancellations or delays accordingly.

Course Evaluations

While we hope to create a learning environment in this course that allows students to provide timely feedback to instructors, there are more formal ways we will engage in evaluation as a class. One of these is the university’s 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. More information regarding this system is available at www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.

Course Technology

You will use Canvas or the Electronic Learning Management System (ELMS) (elms.umd.edu) to submit assignments, retrieve non-textbook readings, and find the latest changes and updates about the course schedule. It is imperative that you have a clear understanding of how you to use Canvas. For information about Canvas you can contact the University technology services: www.helpdesk.umd.edu

Grading

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. All assignments are due and will be collected during the class in 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). Students are welcome to turn in assignments late, with the understanding that penalties will accrue.

If you email your paper (not preferred), 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.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Weighted % of Grade</th>
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<tbody>
<tr>
<td>Participation &amp; Leadership Engagement</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Class Facilitation</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Quizzes (5)</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Leadership Practices Inventory Reflection</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project</td>
<td>100</td>
<td>40%</td>
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<tr>
<td>Project Plan (20 points)</td>
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<tr>
<td>Course Content Summary (20 points)</td>
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<tr>
<td>Executive Briefing (20 points)</td>
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<tr>
<td>Video &amp; Presentation (40 points)</td>
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<tr>
<td>Final Project Peer Evaluations</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>100%</strong></td>
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</table>

A+ = 97 – 100% (4.0)  C+ = 77 – 79.99% (2.3)  F = below 60% (0.0)
A = 93 – 96.99% (4.0)  C = 74 – 76.99% (2.0)
A- = 90 – 92.99% (3.7)  C- = 70 – 73.99% (1.7)
B+ = 87 – 89.99% (3.3)  D+ = 67 – 69.99% (1.3)
B = 84 – 86.99% (3.0)  D = 64 – 66.99% (1.0)
B- = 80 – 83.99% (2.7)  D- = 60 – 63.99% (0.7)

**Participation & Leadership Engagement**

Class members are expected to participate actively in class sessions. Class members will benefit most when the class 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 in role-plays and group exercises. Since the experiential aspects of the class are
important, class members are expected to cooperate and comply with directions and feedback from
instructors during these activities. An overall participation grade will be assigned upon completion of
the class, which is based on attendance, engaged contributions to class discussion, active listening
and involvement, and other factors that contribute to the positive development of class community.

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.

Assignments

Class Facilitation

In groups of 3-4, you will facilitate class discussion by incorporating the assigned reading for the day,
current events, and engaging class activities. Unlike a traditional presentation, this class facilitation
assignment is meant to excite and engage the class with course content that is assigned for the
selected class session. Each class facilitation session will last 30 minutes. The facilitation will include:
course readings, a related activity, and critical questions that insights class discussion.

Reading Quizzes (5)

Throughout the semester you will be given 5 in-class reading quizzes. Each quiz is worth 10 points
and will assess your knowledge and understanding of course materials (i.e. readings, lectures, and in-
class activities). If you miss any in-class quizzes, from an excused absence only, then you will be
emailed a make-up quiz or take the quiz the next time you are in class. No make-up quizzes will be
offered for unexcused absences.

Leadership Practices Inventory Reflection

The Leadership Practices Inventory (LPI) is based on Kouzes and Posner’s Five Practices of
Exemplary Leadership. You will complete an LPI assessment and reflect on your LPI results. This
paper is expected to be 3-4 pages in length and adhere to the criteria for conscientious reflection:
inclusion of introspection, synthesis, and content.
Consider the following questions:

- What are my strengths under the LPI? What experiences demonstrates these strengths?
- Which Practices of the Five Practices need the most development or improvement? Where
can you see examples of this in your personal experiences?
- How will you work on your Five Practices move forward?
- How do the Five Practices relate to your understand of leadership and your leadership
capacity?

Final Project: Organizational Analysis & Recommendations

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 information-gathering methods in this
assignment. There are two parts to this assignment: A Video and Final In-Class Presentation. Your
group will prepare a 5-8 minute video that demonstrates your group’s engagement with your group’s
selected organization. The video will illustrate your group’s engagement and observations of the
group, assessment of the organization’s leadership capacity, and recommendations for improving the
organization’s leadership capacity and function. All elements of the video must align with course
material (i.e. readings, discussions, and other learning tools). Your group will present this video in
class and share insights about the process your group experienced in collecting information, creating
the video, and sharing the recommendations with the organization. Your group will also present on
what was the organization’s reactions to the recommendations. The in-class presentation will last 30
minutes (includes presentation of video, sharing of challenges and experience with the project, and
class questions or discussion).

A separate and more detailed final project description is located on Canvas. Within this assignment,
there are additional graded assignments to complete throughout the semester.

Project Plan

Once you selected an organization, you and your group will meet to devise a plan for
addressing this final project. You will create a timeline of the ways you and your group will
interact with the organization. You will also describe what preliminary course materials (i.e.,
readings and other content) you and your group will use in the analysis of the selected
organization. This project plan communicates the what, when, and how you and your group
will complete this final project throughout the semester. You and your group will be held
accountable to this plan. Of course, exact dates and the selected course content may vary, but
the bulk of intent with this plan will likely remain the same and will be demonstrated through
other checkpoints and the final video and presentation. The plan is expected to be a 1-2 page
write-up. It is recommended that you and your group use the development of a project plan as
an opportunity to draft a project prospectus that can be shared with the organization.

Course Content Summary

You will write a 2 page summary of what models, theories, and other course content materials
you will use in assessing the leadership capacity and function of the organization. To a reader,
this 2 page summary will begin to suggest what and how the organization works.

In addition, you will also write a 2 page summary of the interaction and engagement you and
your group is having with the organization. This summary must include frequencies, types, and
other methods of engaging and interacting with the organization by all members of your group.

Executive Briefing

You will create a 2 page executive briefing that outlines the recommendations you are making
to the organization. This executive briefing must be based on “evidence” or your information-
gathering efforts and course content. You will need to include summary information and
references to course content in this executive briefing to inform the organization’s stakeholders
how you are coming to your feedback and recommendations.

In addition, you will submit a working start of your final project video. It is recommended that
you create and edit your video throughout the semester – do not wait until the last minute.
Submitting your drafted video up to this point (through at least step 5) will help you and your
group at the end of the semester.

Video & Presentation
Your presentation will be 30 minutes long, which will also include question and answer time from the class (i.e., aim for 15-20 minutes of actual presenting and 5-10 minutes of Q&A). The presentation will include introducing your video, showing the video, reporting on how you shared the video with the organization and what was their response, and providing comments on challenges with the assignment. You may or may not decide to use powerpoint, poster boards, handouts, interactive activities, or other multimedia displays for the non-video portion of the presentation. You should make the decisions as a team and use the presentation methods that will best allow your team to share the information you feel it is important for the class to know. Your presentation does not need to cover ALL the details of the project – pick and choose what is vital to share and make some critical decisions.

*Final Peer Evaluations*

To evaluate each group member’s work throughout the semester, you will complete an evaluation form that documents how work was accomplished throughout the course of this final project and what feedback you may offer to your group members to improve and enhance their individual leadership capacity. The feedback you write about each member of your group will be shared, but your name will not be attached to the feedback. At the end of semester, each person will have feedback from their peers and the instructor about what they did well with the final project and how they may improve and enhance their group work in the future. A bulk of this feedback will come from peer evaluations. The expectation is that the feedback is thorough and at least 3 pages in length.

*Department of Counseling, Higher Education, and Special Education*

This course has been developed through the collaboration and partnership of the Department of Counseling, Higher Education, and Special Education 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.
# Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>TOPICS</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Introductions &amp; Syllabus</td>
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<td>2</td>
<td>Week 2</td>
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<tr>
<td></td>
<td><strong>What is Leadership?</strong></td>
<td>Yukl, Chapter 1 (on ELMS/Canvas)</td>
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<td>3</td>
<td><strong>What is Theory and Theory Application?</strong></td>
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<td>4</td>
<td>Week 3</td>
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<td></td>
<td><strong>Group Communication</strong></td>
<td>Bohm &amp; Tannen (on ELMS/Canvas)</td>
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<td>5</td>
<td><strong>Dysfunction in Groups</strong></td>
<td>Due: Select Organization</td>
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<td>6</td>
<td>Week 4</td>
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<td></td>
<td><strong>Introduction to Leadership Challenge</strong></td>
<td>K&amp;P, p. 1-40</td>
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<td>7</td>
<td><strong>Leadership Practice Inventory</strong></td>
<td>Due: Project Plan</td>
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<td>8</td>
<td>Week 5</td>
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<td></td>
<td><strong>Model the Way</strong></td>
<td>K&amp;P, p. 43-97</td>
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<tr>
<td>9</td>
<td><strong>Inspire A Shared Vision</strong></td>
<td>K&amp;P, p. 101-153</td>
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<td>10</td>
<td>Week 6</td>
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<td></td>
<td><strong>Challenge the Process</strong></td>
<td>K&amp;P, p. 157-211</td>
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<td>11</td>
<td><strong>Enable Others to Act</strong></td>
<td>K&amp;P, p. 215-269</td>
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<td>12</td>
<td>Week 7</td>
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<td></td>
<td><strong>Encourage the Heart</strong></td>
<td>K&amp;P, p. 273-328</td>
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<td>13</td>
<td><strong>Assessing Organizations &amp; Project Work Time</strong></td>
<td>Due: LPI Reflection</td>
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<td>14</td>
<td>Week 8</td>
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<td></td>
<td><strong>Theory to Practice, Creating Recommendations</strong></td>
<td>Due: Course Content Summary</td>
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<td>15</td>
<td><strong>In-Class Final Project Work Time</strong></td>
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<tr>
<td>16</td>
<td>Week 9</td>
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<td></td>
<td><strong>Understanding Frames</strong></td>
<td>B&amp;D, p. 3-41</td>
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<td>17</td>
<td><strong>The Structural Frame</strong></td>
<td>B&amp;D, p. 43-97; Due: Analysis</td>
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<td>18</td>
<td>Week 10</td>
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<td></td>
<td><strong>The Structural Frame</strong></td>
<td>B&amp;D, p. 99-116</td>
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<tr>
<td>19</td>
<td><strong>The Human Resource Frame</strong></td>
<td>B&amp;D, p. 117-187; Due: Briefing</td>
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<td>20</td>
<td>Week 11</td>
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<td></td>
<td><strong>In-Class Final Project Work Time</strong></td>
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<tr>
<td>21</td>
<td><strong>The Political Frame</strong></td>
<td>B&amp;D, p. 189-246</td>
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<td>22</td>
<td>Week 12</td>
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<td></td>
<td><strong>Multicultural Issues in Groups</strong></td>
<td>Holvino et al. (on ELMS/Canvas)</td>
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<tr>
<td>23</td>
<td><strong>The Symbolic Frame</strong></td>
<td>B&amp;D, p. 248-308; Share Video</td>
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<tr>
<td>24</td>
<td>Week 13</td>
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<td></td>
<td><strong>Improving Leadership Practice</strong></td>
<td>B&amp;D, p. 373-409</td>
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<tr>
<td>25</td>
<td><strong>No Class - Thanksgiving Break</strong></td>
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<tr>
<td>26</td>
<td>Week 14</td>
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<td></td>
<td><strong>Group Presentations</strong></td>
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<tr>
<td>27</td>
<td><strong>Group Presentations</strong></td>
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<tr>
<td>28</td>
<td>Week 15</td>
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<tr>
<td></td>
<td><strong>Group Presentations</strong></td>
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<tr>
<td>29</td>
<td><strong>Group Presentations &amp; Wrap Up</strong></td>
<td>Due: Group Feedback</td>
</tr>
</tbody>
</table>

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