EDCP 315: STUDENT LEADERSHIP IN GROUPS & ORGANIZATIONS
University of Maryland ● Autumn 2013

“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
Mondays and Wednesdays
EDU 2102 (Benjamin Building)
Section 0301

Instructor Contact Information
Melissa L. Rocco
mlrocco@umd.edu
Cell: 216-832-6897

Office Hours
Wednesdays and Thursdays
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

Department of Counseling, Higher Education, and Special Education
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**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. More information about academic integrity and the Honor Pledge is available online at [www.shc.umd.edu](http://www.shc.umd.edu)

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

Students with disabilities are encouraged to contact the instructor 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](http://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.

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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)  
2201 Shoemaker Hall  
Phone – 301-314-7693  
Website – www.counseling.umd.edu/LAS

Counseling Center  
Shoemaker Hall  
Phone – 301-314-7651  
Website – www.counseling.umd.edu

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, illness of self or dependents, 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 instructor 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. For both excused and unexcused absences, students are still responsible for coursework missed and for turning in assignments on time. Additionally, occasional in-class activities, assignments, and assessments may occur, sometimes without advance notice. These will only be available for make-up if your absence is excused.

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.

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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.coursesevalum.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, the Electronic Learning Management System (ELMS) (elms.umd.edu), to submit certain 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 to use Canvas. For information about Canvas you can contact the University technology services: www.helpdesk.umd.edu

In addition, students may be asked to engage in learning and communication through a variety of social media and other online technologies for certain assignments and class activities. This is to help grow your comfort with learning in new and exciting ways and to potentially engage an external audience in our learning where appropriate. That being said, please be aware that information you place in an online space is accessible to audiences within and beyond the University. The University honor code and code of student conduct do apply. You are also asked to use general common sense and good judgment when posting any information online as it pertains to class and otherwise.

Grading

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 assignments 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.

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Assignment Due Dates

Assignments are due on the date they are listed on the syllabus. Due dates for blog assignments will be given 4-5 days prior to the class period to which they apply. Late assignments will be accepted up to 3 days late with grading penalties (90% of grade for up to 1 day late, 80% for 2 days late, 70% for 3 days late, 0% credit for assignments later than three days). Class members are expected to seek approval for extensions of assignment deadlines prior to due dates. Approved extensions will receive full credit based upon the agreed upon due date between instructor and student. If you email an assignment, 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.

Grading Breakdown

In addition to the graded assignments listed, you may also be given non-graded assignments/activities which will count towards your participation grade.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Participation &amp; Leadership Engagement</td>
<td>40 points</td>
</tr>
<tr>
<td>“Spirit of the Day” Facilitation</td>
<td>25 points</td>
</tr>
<tr>
<td>Leadership Blog (5 Assignments)</td>
<td>35 points</td>
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<tr>
<td>Final Project</td>
<td>100 points</td>
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<tr>
<td>Project Plan (10 points)</td>
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<tr>
<td>Progress Report (10 points)</td>
<td></td>
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<tr>
<td>Organizational Analysis (20 points)</td>
<td></td>
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<tr>
<td>Recommendations (20 points)</td>
<td></td>
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<tr>
<td>Video and Presentation (20 points)</td>
<td></td>
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<tr>
<td>Peer Evaluations (20 points)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>200 points</strong></td>
</tr>
</tbody>
</table>

**Grading Breakdown**

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)

Assignment Overview

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Participation & Leadership Engagement

The effectiveness of this course and success of the student participants depends heavily upon the commitment of all students to creating and maintaining a positive and engaging learning community. The experiential activities and course discussions are key components of this effort, so class members are expected to participate actively and appropriately in class sessions. In addition, class members will benefit most when the class atmosphere is one characterized by active and honest discussion in which student and the instructor all engage in the co-construction of knowledge. 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 personal experiences, asking questions of the instructors and other students, and directing the instructors and class to new and relevant material.

“Spirit of the Day” Facilitation

This is another method for students to participate in the construction of learning. Each small group will be responsible for facilitating class discussion for a particular class session. Intended to ignite conversation and set the tone for class that day, groups are asked to find a relevant story, video, media example, current event, activity, etc. to share with the rest of the class that relates to the readings and class topic. Unlike a traditional presentation, this class facilitation assignment is meant to excite and engage the audience. Each group should be prepared with 3-5 discussion questions that relate to what they shared and the relevant class readings to ask the class. Creativity is encouraged!

Leadership Blog

Realizing that engagement in learning can happen varied ways and spaces, we will also explore participation, application and reflection through blogging. Throughout the semester students will be given 5 blog assignments designed to help make meaning of class material and readings in an experimental and creative way. Each blog post will assess your knowledge and understanding of course materials (i.e. readings, lectures, and in-class activities), and/or will ask you to apply or connect learning to your own life experiences. In addition to maintaining an individual blog, each student will engage with their classmates by reading and commenting on each other’s blogs. It is expected that each student will read and comment on the blog post of at least one of their fellow small group members for each blog assignment.

Logistics: Students will need to create their either own blog for the course using a free blogging site (i.e. Blogger, Wordpress, etc.), or may choose to use their own person blog (if applicable.) Prompts for blog assignments will be posted on the instructor’s blog approximately 4-5 days prior to when your response is due. It is your responsibility to check the instructor’s blog for the prompt. If you miss a class period for which a blog response is due, you are still expected to complete the entry and comment on another student’s blog prior to the start of that class period.

You will have 5 blog assignments. A blog assignment includes both your blog response and your comment on at least one other classmate’s blog. Your blog assignment is not complete without both pieces. Each blog assignment (both your post and your comment) are due by 12:00 noon on the class day for which they are due.
assigned. You will, however need to post your blog response prior to that time in order to give you classmates a chance to comment. As a small group, you will decide by what day and time you all will post your blog responses in order to give each other ample time to make your comment by the 12:00 noon assignment deadline.

My group agrees that we will all post our blog entries by ________________ (time)
on ________________ (day of week).

The instructor will check for both your blog response and comment prior to the start of the class for which they are assigned. You will be graded on the entirety of your blog (all 5 assignments) at the end of the semester.

Tips for earning maximum blog points:
1) Complete blog entries and comments on time
2) Blog assignments are the equivalent of traditional written assignments and should be treated with the same level of importance. Address all aspects of the prompt thoroughly and thoughtfully, referencing theoretical learning and/or classroom experiences in addition to personal thoughts. Your blog entries will likely seek their own length in this regard, but any questions regarding amount or type of content should be brought to the instructor’s attention by the student.
3) Provide blog comments that include your reactions, thoughts, additional information, questions, or a new perspective for the blog author. Simply stating “nice job” is not enough.
4) Be authentic and creative. Entries must include text but may also include links to outside pages and articles, videos, music, images, etc.

Final Project: Organizational Leadership Analysis and Recommendations

This is an on-going, cumulative organizational analysis assignment that you will complete in small groups. Your group will choose an organization external to the University of Maryland to examine as “consultants.” You will utilize your learning from throughout the course to understand and analyze the organizations’ culture and leadership, and then propose recommendations to the organization for further leadership development. A separate and more detailed final project description will be posted to Canvas. Various components of the project will be due throughout the semester, including:

1) Project Plan (1-2 pages)
This should outline how your group plans to organize and complete the work outline here, your plan for contacting and meeting with the organization to gather data, and the course content/theories/concepts you aim to utilize throughout the process. This should take the form of a formal “proposal” that could potentially be handed to the organization. (Note: This project plan is expected to be a “working document,” as you may need to make adjustments as the semester goes as a result of newly learned course content and further organizational understanding.)

2) Progress Report (2-3 pages)
Here you will provide updates on your small group’s progress with your project plan, describe any adjustments you have made, and share interesting thoughts, perspectives, concerns, and questions related to what you are observing and learning about your organization.

3) Organizational Analysis (4-5 pages)
This document serves as your report on what you have learned and observed about your organization, AND should demonstrate your understanding of the related and applicable course content. You are expected to clearly describe your interactions with the organization and resulting observations. You should also state any assumptions you make about the organization as a result of those observations, and clearly describe how those observations and assumptions relate to models, theories, and concepts discussed in the course.

4) Recommendations (2-3 pages)
In this document you will outline and discuss your recommendations for the organization based upon your earlier analysis. Recommendations could include suggestions for organizational structure, leadership development opportunities, educational interventions, or any other change, adjustment, or opportunity your group feels would help the organization and/or its members advance in their leadership capacity and complexity. Your recommendations should be evidence-based and clearly align with your organizational analysis. You should explain what you are recommending as well as why you are recommending it and how you believe it will help the organization.

5) Video and Presentation (30 minutes)
This portion of the project should showcase the highlights of your project, including information about the organization, your analysis, and your final recommendations. Groups are expected to create a video/multimedia presentation to share with the organization as well as with the class. Your presentation in total should be about 30 minutes long, including introducing your video, showing the video, adding any supplemental explanation needed beyond the video, and Q&A from the audience. In the in-class presentation, you should also share with the class your organization’s reactions to your findings as well as any challenges associated with the project. You are also welcome to use additional presentation materials (i.e. handouts, group activities, other multimedia) that you feel will best enable your team to share information in an engaging way with the audience.

6) Peer Evaluations
Each member of your group will complete peer evaluation forms for each other, with a chance to comment on how work was accomplished within the group throughout the semester, how an individual person showed leadership and added value to the group, as well as areas for further development of that person’s leadership capacity. The feedback you write about each member of your group will be shared anonymously and is intended to be caring and helpful.

Course Outline (Assignments are subject to change based upon instructor discretion. Please also note that blog assignments will be assigned 4-5 days in advance of their due date.)

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<thead>
<tr>
<th>Week</th>
<th>Date/Class</th>
<th>Topics</th>
<th>Readings &amp; Assignments</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>9/4 (1)</td>
<td>Course Intro and “Your Leadership Lens”</td>
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<tr>
<td>Week 2</td>
<td>9/9 (2)</td>
<td>What is Leadership?</td>
<td>Reading on Canvas</td>
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<td></td>
<td>9/11 (3)</td>
<td>Theory and Theory Application</td>
<td>Reading on Canvas</td>
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<td>Week 3</td>
<td>9/16 (4)</td>
<td>Group Communication and Dynamics P1</td>
<td>Reading on Canvas</td>
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<td>9/18 (5)</td>
<td>Group Communication and Dynamics P2 Small Group Assigned</td>
<td>Reading on Canvas</td>
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<td>9/25 (7)</td>
<td>In-Class Leadership Practices Inventory</td>
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<td>Week 5</td>
<td>9/30 (8)</td>
<td>Model the Way</td>
<td>K&amp;P, p. 43-97 Due: Org Selection &amp; Contact Info</td>
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<td>Week 6</td>
<td>10/7 (10)</td>
<td>Challenge the Process</td>
<td>K&amp;P, p. 157-211 Due: Project Plan</td>
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<td>Week 7</td>
<td>10/14 (12)</td>
<td>Encourage the Heart</td>
<td>K&amp;P, p. 273-328</td>
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<td></td>
<td>10/16 (13)</td>
<td>Conducting Organizational Analysis</td>
<td>Reading on Canvas</td>
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<td>Week 8</td>
<td>10/21 (14)</td>
<td>Creating Organizational Recommendations</td>
<td>Reading on Canvas</td>
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<td></td>
<td>10/23 (15)</td>
<td>In-Class Final Project Work Time</td>
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<td>Week 9</td>
<td>10/28 (16)</td>
<td>Understanding Organizational Frames</td>
<td>B&amp;D, p. 3-41 Due: Progress Report</td>
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<td></td>
<td>10/30 (17)</td>
<td>The Structural Frame</td>
<td>B&amp;D, p. 43-116</td>
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<td></td>
<td>11/6 (19)</td>
<td>The Political Frame</td>
<td>B&amp;D, p. 189-246</td>
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<td>Week 11</td>
<td>11/11 (20)</td>
<td>In-Class Final Project Work Time</td>
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<td></td>
<td>11/13 (21)</td>
<td>The Symbolic Frame</td>
<td>B&amp;D, p. 248-308 Due: Organizational Analysis</td>
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<tr>
<td>Week 12</td>
<td>11/18 (22)</td>
<td>In-Class Final Project Work Time</td>
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<td></td>
<td>11/20 (23)</td>
<td>Improving Leadership Practice</td>
<td>B&amp;D, p. 373-409</td>
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<tr>
<td>Week 13</td>
<td>11/25 (24)</td>
<td>Diversity and Inclusion in Organizations In-Class Final Project Work Time</td>
<td>Reading on Canvas Due: Recommendations</td>
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<tr>
<td></td>
<td>11/27 (25)</td>
<td>No Class - Thanksgiving Break</td>
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<tr>
<td>Week 14</td>
<td>12/2 (26)</td>
<td>Group Presentations</td>
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<td></td>
<td>12/4 (27)</td>
<td>Group Presentations</td>
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<td>Week 15</td>
<td>12/9 (28)</td>
<td>Group Presentations</td>
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<td></td>
<td>12/11 (29)</td>
<td>Group Presentations (if needed) &amp; Wrap Up</td>
<td>Due: Group Feedback</td>
</tr>
</tbody>
</table>

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