“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
Monday and Wednesdays
11:00 a.m. – 12:15 p.m.

Section 0401
Tydings Hall 0111

Instructor Contact Information

Dave Dessauer
Coordinator, Co-curricular Leadership Programs
Leadership & Community Service-Learning
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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: 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](http://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](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.

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  
Email – LAS-CC@umd.edu  
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](http://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](http://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

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation &amp; Leadership Engagement</td>
<td>50 points</td>
</tr>
<tr>
<td>Class Facilitation</td>
<td>50 points</td>
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<tr>
<td>Reading Quizzes (5)</td>
<td>50 points</td>
</tr>
<tr>
<td>Leadership Practices Inventory Reflection</td>
<td>50 points</td>
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<tr>
<td>Final Project</td>
<td>250 points</td>
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<tr>
<td>Project Plan (50 points)</td>
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<tr>
<td>Course Content Summary (50 points)</td>
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<tr>
<td>Executive Briefing (50 points)</td>
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<tr>
<td>Video &amp; Presentation (100 points)</td>
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<tr>
<td>Final Project Peer Evaluations</td>
<td>50 points</td>
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</tbody>
</table>

Total 500 points

Letter Grades: A+ (500-483), A (482-465), A- (464-448); B+(447-433), B(432-418), B-(417-398); C+(397-389), C(382-373), C-(372-348); D+(347-333), D(331-323), D-(322-298); F (297 and below)
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 two 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 insight class discussion. The facilitation group should review their class facilitation plan with the instructors one week before their assigned class.

Reading Checks (5)

Throughout the semester you will be given 5 in-class reading check quizzes, discussion questions, or other types of activities to ensure you have completed the assigned readings. Each reading check is worth 20 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 reading check, 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 reading checks 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 understanding 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 culminating 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 the organization’s reactions to your recommendations. The in-class presentation will last 30 minutes (including 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 detailed 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 & Analysis Summary (4 pages total)

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 are 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 (2 pages total)

You will create a 2 page executive briefing that professionally 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 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 (at least 3 pages)**

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. 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.

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**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 and course outline is subject to change.
## Course Outline

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<tr>
<th>TOPICS</th>
<th>Readings &amp; Assignments</th>
<th>Facilitation Days</th>
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<tr>
<td>Jan-27</td>
<td>Introductions &amp; Syllabus</td>
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<tr>
<td>Jan-29</td>
<td>What is Leadership? Yukl, Chapter 1 (on ELMS)</td>
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<tr>
<td>Feb-3</td>
<td>What is Theory and Theory Application?</td>
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<td>Feb-5</td>
<td>Group Communication Bohm &amp; Tannen (on ELMS/Canvas)</td>
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<td>Feb-10</td>
<td><strong>Out-of-Class Final Project Work Time</strong></td>
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<td>Feb-12</td>
<td>Dysfunction in Groups Fable Reading (on ELMS)</td>
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<td>Feb-17</td>
<td>Introduction to Leadership Challenge K&amp;P, p. 1-40; <strong>Due: Select Organization</strong></td>
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<td>Feb-19</td>
<td>Leadership Practice Inventory</td>
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<td>Feb-24</td>
<td>Model the Way K&amp;P, p. 43-97</td>
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<td>Feb-26</td>
<td><strong>Out-of-Class Final Project Work Time; Due Project Plan</strong></td>
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<td>Mar-10</td>
<td>Enable Others to Act K&amp;P, p. 215-269</td>
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<td>Mar-12</td>
<td>Encourage the Heart K&amp;P, p. 273-328</td>
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<td>Mar-17</td>
<td>Spring Break</td>
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<td>Mar-19</td>
<td>Assessing Organizations-Creating Recs. Due LPI Reflection</td>
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<td>Mar-24</td>
<td>Understanding Frames B&amp;D, p. 3-41</td>
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<td>Mar-31</td>
<td>The Structural Frame B&amp;D, p. 43-97;</td>
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<td>Apr-2</td>
<td><strong>Out-of-Class Final Project Work Time</strong></td>
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<td>Apr-7</td>
<td>In-Class Final Project Work Time Due: Content &amp; Analysis Summary</td>
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<td>Apr-9</td>
<td>The Structural Frame B&amp;D, p. 99-116</td>
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<td>Apr-14</td>
<td>The Human Resource Frame B&amp;D, p. 117-187; Due: Executive Briefing</td>
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<td>Apr-16</td>
<td>The Political Frame B&amp;D, p. 189-246;</td>
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<td>Apr-21</td>
<td>Multicultural Issues in Groups Holvino et al. (on ELMS)</td>
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<td>Apr-23</td>
<td>The Symbolic Frame B&amp;D, p. 248-308; Share Video with Orgs</td>
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<td>Apr-28</td>
<td>Improving Leadership Practice B&amp;D, p. 373-409</td>
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<td>Apr-30</td>
<td><strong>Out-of-Class Final Project Work Time</strong></td>
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<tr>
<td>May-5</td>
<td>Group Presentations</td>
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<td>May-7</td>
<td>Group Presentations</td>
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<tr>
<td>May-12</td>
<td>Group Presentations &amp; Wrap Up Due: Group Feedback</td>
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