EDCP 417: ADVANCED LEADERSHIP SEMINAR
University of Maryland  Spring 2014

Course Overview

Course Information
Section 0101 – Fridays – 9-11:45am; EDUC 2119

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Textbooks
Required:
• Readings available on Canvas (www.elms.umd.edu)
• Printing Course Materials – You are expected to print and bring the readings to class each week. You may print them out yourself at home, but there are a couple options available if you want to create a course packet for yourself, such as:
  o Go to https://printonline.fedex.com/v2.2.0/ and follow the instructions to upload the documents and print.
    Remember to pick Black&White and double-sided (it’s a LOT cheaper)

Supplemental Course Materials
The following textbooks are used as the primary course materials for EDCP 217 and EDCP 315. It is expected that you are already familiar with the content of these books.

Course Description
Students will analyze and synthesize the concept of leadership using cultural, ethical, sociological, and historical perspectives. Exploration and reflection of personal values, decision-making, and in-depth analysis of various leadership themes will take place in course activities.

Course Objectives
• Deepen your own thinking about leadership theories and practices.
• Apply critical thinking to the complexity of the field of leadership studies.
• Compare and contrast traditional and emergent paradigms of leadership.
• Connect leadership principles with practices in a deep, meaningful way.
• Develop a purposeful set of actions and beliefs related to leadership.
• Develop a commitment to the ethical practice of leadership.
• Increase individual and collective efficacy to make positive social change.
• Refine your own personal philosophy of leadership to guide you in transitions from collegiate leadership environments to new contexts.
• Develop a greater understanding of your personal capacity for leadership.

Course Expectations
• Students will come to class prepared for active participation. A quality learning experience in this leadership course rests heavily upon interaction and exchange of ideas among students and the instructors. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighed in determining your final grades.
• In class, you will work in small teams to discuss readings, engage in simulations, prepare for guest scholar and leader visits, and use theory to enhance practice through carefully designed groups activities. The teams will allow you to apply leadership theory and concepts in diverse contexts.
• The classroom will be a safe environment for exploring ideas and challenging assumptions. It is an expectation of this course that students will take the necessary action to respectfully listen to the voices of others and share their own opinions and values and voice. Students and the instructors are expected to treat each member with respect.
• Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. In all class written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language. Written assignments will be reviewed for both content and presentation. Unless otherwise noted, written assignments are to be typed, double-spaced, in 12 point Times New Roman font, with 1” margins. All citations must be in a recognized format such as APA or MLA. Websites must also be cited with their full and accurate URL.
• Students should be prepared to experience learning through many different avenues and participate in each to his or her fullest capacity.
• Students can expect the instructor to come prepared. The instructor will be a willing listener with regard to student concerns. Students may expect the instructor to be available outside of class to give additional help or support. These meetings will be scheduled to meet the students’ and instructor’s schedule.
• Many issues in the class session are to remain confidential. Class members are expected to remain mindful of this issue with respect to their peers’ contributions during class.
• Students must refrain from using cellphones and sending or reading text messages, and unless explicitly needed for the course, should not be using laptops or other technology during the class periods. Text messaging during class is my pet peeve. Don’t do it.

Classroom Attendance
Class attendance is essential and expected. The university has instituted a new attendance policy related to medically necessitated absences (available at http://www.president.umd.edu/policies/docs/V-100G.pdf). The general attendance policy is available at http://www.testudo.umd.edu/soc/atedasse.html. The information contained in this syllabus adheres to both these policies.

Unexcused absences and absences from a portion of a class session (ie, late arrivals or early departures) will be factored into your participation grade.

Medically necessitated excused absence from a single class section
For a medically necessitated absence from a single class session, students may submit a self-signed note to us (an email is acceptable). Such documentation shall be honored as an excused absence unless the absence coincides with a Major Scheduled Grading Event (noted with a MSGE in the course calendar).

Any student who wishes to be excused for an absence from a single class session due to a medically necessitated absence shall:
• Make a reasonable attempt to inform the instructor of his/her illness prior to the class (if you know you are going to miss class, I expect an email or a text prior to class); and,
• Upon returning to class, present their instructor with a self-signed note attesting to the date of their illness (the former email or text would suffice in this case). Each note must also contain an acknowledgment by the student that the information provided is true and correct.

Non-consecutive medically necessitated absences from more than a single class session
For this course, we will treat these in the same manner as absences from a single class session for a medically necessitated absence (see above), unless the number of absences exceeds two. At that point, we will treat the absences as a Prolonged Absence from Classes (see below).
Prolonged Absence from Classes and/or Absence from a Major Scheduled Grading Event

- A prolonged absence is defined as multiple consecutive absences from a course during a semester due to the same illness.
- Students who experience a prolonged absence(s), as defined above or an illness during a Major Scheduled Grading Event (noted with a MSGE in the course calendar) shall be required to provide written documentation of the illness from a health care provider. In cases where written verification is provided, the Health Center or outside health care provider shall verify dates of treatment and indicate the time frame that the student was unable to meet academic responsibilities. No diagnostic information shall be given.

Excused absences will only be provided on a limited basis for illness (self or dependant) (see information above), religious observations (where the nature of the observance prevents the student from being present during the class period), participation in university activities at the request of university authorities (this often applies to scholarship athletes), or compelling circumstance beyond the student’s control. **Absences will only be excused when the student has made a reasonable attempt to inform the instructor prior to class, except in case of emergency.** Finding out why you missed after you’ve missed class will likely result in an unexcused absence.

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 not be available for make-up due to an unexcused absence and are not considered Major Scheduled Grading Events.

**Course Policies**

**Code of Academic Integrity:**
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [www.shc.umd.edu](http://www.shc.umd.edu).

**Religious or Cultural Observances**
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 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](http://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](http://alert.umd.edu)). This course will comply with any university cancellations or delays accordingly.

**Students with Disabilities**
Both in compliance with and in the spirit of the American with Disabilities Act (ADA), the instructors would like to work with students who have a disability that impacts learning in this class. 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.

**Students in Need of Assistance**
The University of Maryland offers a variety of services for students in need of either educational or psychological assistance.

**Learning Assistance Services** (LAS) - offers services and programs on writing skills, English as a second language, study and time management skills, math skill, and issues for students over 25 years of age. They also offer a range of handouts, 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.

Counseling Center – www.counseling.umd.edu
Learning Assistance Services (LAS) – www.counseling.umd.edu/LAS
University Health Center, Mental Health Service - www.health.umd.edu/services/mentalhealth.html

Course Evaluations
While we hope to create a learning environment in this course that allows students to provide timely feedback to instructors, there are a couple more formal ways I will engage in evaluation as a class. The university has a 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.

Course Assignments

**PARTICIPATION (80 POINTS)**
A quality learning experience in this leadership course rests heavily on a high degree of interaction and exchange of ideas among students and instructors. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighed in determining final grades. 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. Your participation grade is based on several factors:

- **Attendance** – your attendance is vital to your class participation grade. Attendance is approximately half of your class participation grade and will suffer as a result of unexcused absences or tardiness. I recognize that 9am on a Friday morning may be challenging, but showing up on time is a sign of respect to your fellow classmates (and to me).
- **Reading** – in order to participate fully in class, all assigned readings must be completed. Failure to complete the readings will be obvious during class discussions and will cause your class participation grade to suffer.
- **Raising and answering questions**.
- **Sharing ideas, observations, and personal experiences, and helping others develop their views and ideas**
- **Relating and synthesizing ideas of others, and pointing out relationships to earlier discussions**

**IN-CLASS REFLECTIVE RESPONSES (50 POINTS)**
Each reading assignment is a critical component of the preparation required for full and active participation in class. It is also necessary to reflect upon the reading to make meaning of the material. Therefore, at the beginning of several class sessions, there will be a short reflective response connected to the topic that week. Each response is worth 10 points.

**LEADERSHIP FAD “BOOK REPORT” (20 POINTS)**
Every year it seems a “hot” book on leadership or management climbs to the top of the bestseller list by promising a “new,” “radical,” or “revolutionary” take on success. Popular press books on “leadership” have come to saturate the market. The purpose of this assignment is to take a brief glimpse into this genre, identify some common themes and elements of these works, and begin to analyze these popular notions of “leadership.” For this assignment, you will be assigned one of these popular books and will need to review the work and create an Executive Summary (1-2 pages at most) to distribute to the class on your book (bring one for everyone). Your summary should focus on the central idea(s) or premise of the book. We do not expect you to read the book you are assigned (although you are welcome to do so). Rather, you are expected to research your book on the web (using sites like Amazon, the NYT Review of Books, and websites run by the author or otherwise tied to the book) and report from those sites.

**FACILITATING A LEADERSHIP THEORY DISCUSSION (40 POINTS)**
At the start of the semester, students will be divided into groups and assigned a date for facilitating approximately 60 minutes of course discussion and activity on the assigned theory family. These presentations might include:

- a review of the family of leadership theories being discussed (only as necessary);
- a review of the theoretical frameworks presented and how they answer the core criteria/questions covered in the leadership theory analysis papers;
- a critical examination of the merits and potential weaknesses or challenges of the theories;
- an active-learning activity based on the readings that involves the entire class.
Additionally, students will be evaluated as a team and receive credit for their evidence of each of the following: collaboration (did the group discuss and integrate their learning versus dividing the presentation into individual “segments”?); planning effort (to what extent was the group prepared by having carefully read and analyzed the readings, collected external research if necessary, and evidence of thought put into the presentation?); and presentation (was the group able to effectively communicate the necessary information? Was the class engaged by the presentation? How thorough and creative was the presentation?); analysis (did the group critically analyze and deconstruct the family of theory presented? Was this analysis in-depth, thorough, and distinct from first class discussion of topic?). Grading will also be based on originality, creativity, and overall energy.

LEADERSHIP THEORY ANALYSIS AND PRACTICE PAPERS (35 POINTS X 4)
For these assignments, you will personally analyze each of the families of theory presented in class and offer real-world examples of that theory in practice. These papers will be a great way for you to present your knowledge, skills, abilities, and thoughts about leadership. It will also provide tangible evidence of your learning throughout the semester.

Each paper consists of TWO PARTS:
1. **3-4 pages evaluating, analyzing, and/or critiquing the current family of theory** we are covering using the criteria/principles outlined below. Be sure to link your reflections to class readings, discussions, and activities. We do NOT want you to simply regurgitate or repeat what you heard in class; this is a chance for you to be reflective and to share your own thoughts and ideas about the theories. This paper is NOT a summary of the theory – it is an analysis, evaluation, and/or critique. Here are some questions that may help you (by some, We mean that this is NOT a checklist NOR is it an exhaustive list):
   - What assumptions do the models/theories make about the **purpose of leadership**?
   - What assumptions do the models/theories make about **power and influence**?
   - What is the role of **ethics or values** in the models/theories?
   - How are **diverse views** (inclusiveness, pluralism) addressed in the models/theories?
   - What assumptions do the models/theories make about **relationships** (between and among individuals, groups, organizations, systems)?
   - What **organizational structures and contexts** are the models/theories most suited for? What contexts would not be conducive to this type of leadership?
   - How do these models/theories inform your thinking about **creating social change**?
   - How do these models/theories **inform your own thinking about leadership**? Which parts resonate with you? Which parts are you critical about? How will these models/theories inform how you do leadership in the future?

2. **1-page that connects a theory or set of theories discussed that week to the real-life practice of leadership.** The practical applications should be tangible, real, and demonstrate you can actively use these theories to inform your practice of leadership. Your examples can take different forms, including the following:
   - Personal experience applying the theory to your own leadership settings – how have you done this in the past?
   - Summary of a current news story or magazine article that demonstrates this theory in practice in the world
   - Collection of examples of a current, famous figure utilizing this theory in their leadership

HORIZONS OF LEADERSHIP PRESENTATION (30 POINTS)
To accompany the reading of chapter 8 in the Rost text, students will be placed in groups and given readings that look at contemporary or future-looking topics, challenges, or theories in leadership. Groups will each present a summary of their assigned topic and their thoughts on/analysis of the topic to the class.

LEADERSHIP IDENTITY DEVELOPMENT PROJECT (100 POINTS)
Understanding the key developmental influencers of how your leadership identity has developed is central to facilitating the learning of leadership. This assignment will challenge you to critically reflect on your life and the leadership moments that you have experienced.

This project has THREE PARTS:
1. **8-10 Page Personal LID Paper (50 POINTS):** You will be asked to use the Leadership Identity Development (LID) Model as a frame for your paper, discussing key leadership moments throughout your life and mapping them to the six stages in the model. You should also discuss your process of transitioning between the stages (moving from one to the next) and the catalysts and challenges associate with those transitions.
2. **4-5 Page Student Leader LID Interview Paper (40 POINTS):** You will be expected to interview a student leader on campus using the LID model as your framework to identify the leadership moments in that person’s life. You will to set up at least 2


**Interview Times** to meet with your student leader and engage them in a discussion guided by questions we will generate as a class (interview 1), and any follow-up questions you generate on your own (interview 2). You will be expected to turn in your notes, thoughts, and conclusions from each interview.

3. **10 min. LID Presentation (10 POINTS):** You will have 10 minutes during class to share your Leadership Identity Development story based on your Personal LID Paper. You can pick one stage to focus on or choose a particular transition between stages to discuss in depth. You should discuss your personal leadership experiences and behavior that illustrate particular stage/transition ("presenting evidence"), as well as any key leadership moments that occurred for you in that stage/transition ("sharing stories")

**Leadership Philosophy Digital Story (100 POINTS)**

Your final project for this course will be a synthesis of what you have learned about leadership over time (from this course, other courses, and possibly, personal experiences) represented in a ___-minute digital story version of your “personal leadership philosophy.” This could include photos, personal videos, spoken word/voice-over, clips from youtube or TED talks, quotes, etc. combined into one digital format (i.e. movie). You should use course content (theories, concepts, etc.) throughout. We will share these in a “gallery” type experience at the end of the semester. Questions to consider when deciding what to include in your story.

- What do you think of when you hear the word “leadership?”
- Why those words?
- Why not other words?
- What do they mean? What do they mean to you, and why?
- How has your understanding of leadership changed over time?
- What theories and concepts from this course or other courses help to illustrate your understanding of leadership?
- (Check out the Rost book for inspiration - he does a masterful job of explaining this leadership philosophy.)

**Grading Criteria**

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.
Grading Summary and Scale:

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>My Grades</th>
</tr>
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<tbody>
<tr>
<td>Participation</td>
<td>80 points</td>
<td></td>
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<tr>
<td>Reflective Responses (5 x 10 pts per response)</td>
<td>50 points</td>
<td></td>
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<tr>
<td>Leadership Fad “Book Report”</td>
<td>20 points</td>
<td></td>
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<tr>
<td>Facilitating a Leadership Theory Discussion</td>
<td>40 points</td>
<td></td>
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<tr>
<td>Leadership Theory Analysis &amp; Practice Papers (4 x 35 pts per paper)</td>
<td>140 points</td>
<td></td>
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<tr>
<td>Horizons of Leadership Presentation</td>
<td>30 points</td>
<td></td>
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<tr>
<td>Leadership Philosophy Digital Story</td>
<td>100 points</td>
<td></td>
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<tr>
<td>LID Personal Paper</td>
<td>50 points</td>
<td></td>
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<tr>
<td>Student Leader LID Interview Paper</td>
<td>40 points</td>
<td></td>
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<tr>
<td>LID Presentation</td>
<td>10 points</td>
<td></td>
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<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>560 points</strong></td>
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A+ = 97-100% (4.0)    B+ = 87-89.99% (3.3)    C+ = 77-79.99% (2.3)    D+ = 67-69.99% (1.3)
A  = 93-96.99% (4.0)    B  = 83-86.99% (3.0)    C  = 73-76.99% (2.0)    D  = 63-66.99% (1.0)
A- = 90-92.99% (3.7)    B- = 80-82.99% (2.7)    C- = 70-72.99% (1.7)    D- = 60-62.99% (0.7)
F   = below 60% (0.0)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 31 (1)</td>
<td>Introduction &amp; Learning the language of leadership</td>
<td></td>
<td>• Sign up for theory presentations and fad book assignments</td>
</tr>
</tbody>
</table>
| Feb. 7 (2) | Leadership Fads Interdisciplinary Nature of Leadership Nature of Theory Evolution of Leadership Theory | • Rost – Forward, Preface, C 1-2  
• Gill: Introduction: The Nature and Importance of Leadership  
• Review syllabus and come with questions |
| Feb. 14 (3) | Leadership Identity Development Intro | • Concepts and Connections                                               | • Select an LID writing partner                      |
| Feb. 21 (4) | Transforming/Transformational/Charismatic Leadership | • Burns: *Leadership* (Prologue, Chapters 1 & 16)  
• Antonakis: “Transformational and Charismatic Leadership”  
• Couto: “The Transformation of Transforming Leadership” | • Student group presentation  
• Leadership Theory Analysis & Practice Paper #1 |
| Feb. 28 (5) | LID Project Work Time |                                                                               | • 1st LID Student interview completed – turn in draft notes/conclusions |
| Mar. 7 (6) | Collaborative Leadership & Leadership for Social Change | • Rost – Chapter 5  
• Komives: “A Call for Collaborative Leadership”  
• Astin: “Leadership for Social Change”  
• Chrislip & Larsen: “New Visions of Leadership and Civic Action”  
• Ospina & Foldy: Building Bridges from the Margins: The Work of Leadership in Social Change Organizations | • Student group presentation  
• Leadership Theory Analysis & Practice Paper #2 |
| Mar. 14 (7) | Principle-Centered Leadership & Servant-Leadership | • Rost - Chapter 7  
• Yukl: “Ethical, Servant, Spiritual, and Authentic Leadership”  
• Morton, “The Irony of Service”  
• Greenleaf: “Servant Leadership”  
• Spears: “Servant-Leadership and the Greenleaf Legacy” | • Student group presentation  
• Leadership Theory Analysis & Practice Paper #3  
• 2nd LID student interview completed – turn in final LID interview paper |
| Mar. 21 | Spring Break |                                                                               |                                                      |
| Mar. 28 (8) | | LID Presentations and LID Personal Paper Due |                                                      |
| Apr. 4 (9) | | LID Presentations |                                                      |
| Apr. 11 (10) | Learning Organizations and Leadership in Teams | • Development Associates – designer-steward-teacher  
• Gephart et al – Learning Organizations Come Alive  
• Lussier & Achua: “Leadership of Culture, Diversity & the Learning Organization” (read pages 412-426 & 430-433 & 441-446)  
• Yukl: “Leading Organizational Learning” | • Leadership Theory Analysis & Practice Paper #4 |
| Apr. 18 (11) | Horizons of Leadership | • Rost - Chapter 8  
• Other readings TBD | • Horizons of Leadership Presentations |
| Apr. 25 (12) | | Digital Story Work Time |                                                      |
| May 2 (13) | | Digital Story Sharing |                                                      |
| May (14) | | Course Wrap-Up |                                                      |
Full Citations of Packet Readings


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 Leadership & Community Service-Learning unit within the Adele H. Stamp Student Union - Center for Campus Life.

Department of Counseling, Higher Education, & Special Education
College of Education