Course Overview
Section: 0301
Time: Monday & Wednesday 2:00-3:15
Location: Benjamin Education Bldg (EDU)
Room: 2102

Instructor Information
Courtney Holder  
cholder@umd.edu
1110 Stamp Student Union

Zac Hyder  
zhyder@umd.edu
0221 Stamp Student Union & 14 Fraternity Row

Office Hours
By Appointment, 9am-5pm

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
● Discriminate between popular notions of leadership, models, & empirically tested theories
● Integrate leadership learning across the disciplines
● Understand concepts related to groups and organizations such as dialogue, change, diversity, management, dysfunctional teams, conflict, hierarchy, negotiation, culture, and ethics

Personal Development Learning Goals
● Understand nature of power and influence with a group
● Develop cross-cultural communication skills
● Hone effective written and oral communication skills
● Apply leadership theory in organizational contexts
● Recognize personal contributions and strengths within a group environment

Group/Organizational Learning Goals
● Foster common purpose within diverse groups
● Employ decision-making skills and consensus building strategies
● Navigate organizational structure and politics
● Implement 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 are available through the University Book Center. Please note that it is necessary to get the correct edition listed below.


- ISBN-10: 1118573331


- ISBN: 978-1-118-82178-7
- ISBN-10: 1118821785

There is a mandatory $15 course fee for the class that will be billed directly to student accounts. This fee covers the Emotionally Intelligent Leadership Inventory & Socially Responsible Leadership Scale.

Course Policies
Policies relevant to Undergraduate Courses are found here: [http://ugst.umd.edu/courserelatedpolicies.html](http://ugst.umd.edu/courserelatedpolicies.html). Topics that are addressed in these various policies include academic integrity, student and instructor conduct, accessibility and accommodations, attendance and excused absences, grades and appeals, copyright and intellectual property.

Students with Disabilities and/or Learning Assistance and additional Needs
If you are a student needing additional accommodations, then you are encouraged to contact the instructor(s) as early as possible so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, you may want to 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 is 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](http://www.counseling.umd.edu/LAS)

Counseling Center  
Shoemaker Hall  
Phone – 301-314-7651  
Website – [www.counseling.umd.edu](http://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](http://www.health.umd.edu/services/mentalhealth.html)

Limits to confidentiality in the classroom
While receiving instruction, advising, or other services at the University, Maryland state law requires advisors/educators/employers to report any incident of past or current child abuse or neglect to Child Protective Services and to the University President’s Designee, the University’s Chief of Police. In addition, if an educator has reason to believe that a vulnerable adult (an adult who lacks the physical or mental capacity to provide for the adult’s daily needs)
professionals, psychologists, psychotherapists, counselors and mental health professionals are not required to report child
abuse neglect to the President’s Designee, but are required by law to make reports to Child Protective Services.

**Attendance**

Class attendance is essential and expected. The university attendance policy is available at
https://faculty.umd.edu/teach/attend_student.html. The information contained in this syllabus adheres to these policies.

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

**Excused absences**

Events that justify an excused absence include religious observances; mandatory military obligation; illness of the
student or illness of an immediate family member; participation in university activities at the request of university
authorities; and compelling circumstances beyond the student’s control (e.g., death in the family, required court
appearance). Absences stemming from work duties other than military obligation (e.g., unexpected changes in
shift assignments) and traffic/transit problems do not typically qualify for excused absence.

**To receive accommodation for an excused absence:**

1. The student must notify the instructor in a timely manner. The notification should be provided either
   prior to the absence or as soon afterwards as possible. In the case of religious observances, athletic
   events, and planned absences known at the beginning of the semester, the student must inform the
   instructor during the schedule adjustment period. All other absences must be reported as soon as is
   practical.
2. The student must provide appropriate documentation of the absence. The documentation must be
   provided in writing to the instructor by the means specified in the syllabus.
   a. For medically necessitated absences: Students may, one time per course per semester, provide a
      self-signed excuse as documentation of an absence from a single class (e.g., lecture, recitation,
      or laboratory session) that does not coincide with a major assessment or assignment due date.
      For all other medically necessitated absences, students must provide documentation from a
      physician or the University Health Center, upon request of the course instructor.
   b. For all other absences students must provide verifiable documentation upon request (e.g.,
      religious calendar, court summons, death announcement, etc.).

**Non-consecutive medically necessitated absences from more than a single class session**

If more than one medically necessitated absence is necessary, it will be treated as a Prolonged Absence from
Classes and documentation from a health care provider is required (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 shall be required to provide written documentation of the illness from a health care
  provider. 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.

For both excused and unexcused absences, you 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 Evaluations**

While we hope to create a learning environment in this course that allows you 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 your feedback, and other students will benefit from having evaluation data for all courses readily
available. CourseEvalUM will be open for you to complete their evaluations at the end of the semester and can go directly
to the website (www.courseevalum.umd.edu) to do so. You will be alerted via your official University e-mail account when
the website is active for this semester. You may also see an option to complete the CourseEval under the course ELMS site.
You can find complete evaluations for all of your courses, from previous semesters (excluding summer) 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 Communication & Assignment Submission
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 to use Canvas. For information about Canvas you can contact the University technology services: www.helpdesk.umd.edu

Grading
All assignments will be assessed with the following criteria:

Content:
The degree to which the student responds to all of the specific items in the assignment description. The degree to which a student indicates his, her or their 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, her or their 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.

*All papers should follow MLA or APA style, using 12 point font, 1 inch margins and double-spaced type.

Class members are expected to seek approval for extensions of assignment deadlines prior to due dates. All assignments are due and will be collected prior to class start time on ELMs on the date which they are due. Assignments turned in late without prior approval 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.

In addition to these graded assignments, you may also be given non-graded assignments that 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>
</tr>
</thead>
<tbody>
<tr>
<td>Participation &amp; Leadership Engagement</td>
<td>100</td>
<td>15%</td>
</tr>
<tr>
<td>Class Facilitation</td>
<td>100</td>
<td>15%</td>
</tr>
<tr>
<td>Organizational Change Proposal</td>
<td>100</td>
<td>15%</td>
</tr>
<tr>
<td>Emotionally Intelligent Leadership Paper</td>
<td>100</td>
<td>15%</td>
</tr>
<tr>
<td>Final Project</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td>Project Plan</td>
<td></td>
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<tr>
<td>Executive Briefing</td>
<td></td>
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<tr>
<td>Presentation</td>
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<tr>
<td>Content Analysis/Self-Reflection</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>800</strong></td>
<td><strong>100%</strong></td>
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Participation & Leadership Engagement (scored out of 100 points for 15% of grade)
Students are expected to participate actively in class sessions. Students will benefit most when the class atmosphere is one characterized by inclusive, 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, dialogue and group exercises. Since the experiential aspects of the class are important, you 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, 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 meaningfully contribute in each class session. 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. Throughout the semester, students may also be responsible for bringing in questions, examples or relevant news as prompted by the instructor.

Assignments
Class Facilitation (scored out of 100 points for 15% of grade)
In small groups, you will facilitate class discussion and learning 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 day you complete your class facilitation. Each class facilitation session will last at least 30 minutes. The facilitation will include: concepts from course readings, a related activity, and critical questions that incite class discussion. The facilitation group should review their class facilitation plan with the instructor one week before their assigned class.

Emotionally Intelligent Leadership “Balcony” Reflection (scored out of 100 points for 15% of grade)
Heifetz and Linsky describe “getting on the balcony” as the ability to observe, in real time, the group dynamics and factors present in the environment; intentionally thinking about the environment in any leadership situation (Shakman & Allen, 2008). “The leader can observe what is happening from above, like the proverbial fly on the wall” (Shankman & Allen, 2008, p. 15). This paper will allow students to practice being that “fly on the wall”, to notice the bigger picture at play, and identify environmental factors that influence leadership and a leadership situation.

Students will attend a meeting of an organization in which they are already involved and write a reflection paper based on observations from the “balcony”. The goal is to be a “participant observer” in the meeting- acting and reflecting at the same time. Positioning oneself on a physical balcony, in the back corner of the room or at another location where one can broadly observe actions across the entire room will yield the best perspective. As you are watching the meeting or activity, pay close attention to the following environmental factors:

- Who is leading the group? What happens when that person(s) speaks?
- What knowledge, skills, or abilities does the leader(s) demonstrate?
- Who speaks the most and how/why is this person heard? Who speaks but is not heard?
- How do leaders interact with one another?
- How do members interact with the leader(s)? How do members interact with one another?
- Do the actions of leaders and members align with the organization’s goals/mission/values?
- Who are the other group members in the meeting?
● Are members and leaders in sync with each other’s’ needs and interests? In what ways? Why do you think this is?
● Is there pride in the organization? Are members and leaders happy? Is it doing well in the eyes of its members? How do you know?
● What non-verbal cues and ‘unwritten rules’ do you notice among members/leaders? What do they suggest to you about the meeting or group?
● How would you describe the context, setting and environment? Do they meet members’ needs?
● What is the climate of the meeting (i.e. rushed, relational, professional)? Does this fit the purpose of the organization/meeting?

Write a 4 page minimum paper analyzing your observations and connecting it to content from EIL text. Address the following reflection questions in your analysis:
1. Describe your experience “getting on the balcony”. What was comfortable/easy for you? What was challenging? Why?
2. What are helpful suggestions or insights would you share with the organization based on your observations?
3. How do these insights influence your role and your behavior in the group? How might you behave to move the group forward?
4. How might “getting on the balcony”, being more aware of others in a group, and analyzing the environment/context help you lead more effectively?

Organizational Change Proposal (scored out of 100 points for 15% of grade)
From a group or organization you are a part of, identify an opportunity for change (i.e. problem, improvement, transition). Using Kotter's steps for organizational change reviewed in class, create a proposal for implementing the change successfully.
The proposal should be a minimum of 2 pages in length and address the following components:
1. Identification and Analysis of Issue: Describe the current issue giving background information on the context, causes, and stakeholders involved. Identify the specific change outcome needed to address the issue.
2. Application of Model: Map out how you would implement change utilizing each of the steps within Kotter’s Change model. Make connections to course text and outline the implications of the change on the 4 frames of the organization. Describe the specific actions and roles yourself and other stakeholders would take to reach the change outcome you desire.
3. Effectiveness of Change: Describe the indicators of success and methods you would use to evaluate the effectiveness of the change. Outline potential challenges and reactions to the change process and how a leader could account for them.

Final Project (scored out of 300 points for 30% of grade)
To apply course concepts, students will use the Emotionally Intelligent Leadership and Bolman & Deal’s four frames to better understand the dimensions of an organization. With a group of 3-4 classmates, students will interact, participate, and observe the organization over the course of (at least) 6 weeks. The purpose of this assignment is to identify and describe an organization’s leadership capacity and evaluate their effectiveness utilizing course concepts. The final products of this assignment will be: a project plan, a written executive briefing and a presentation. Each group will complete the following components of the project:

Project Plan (100 points)
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. 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 presentation. You can find a template for this project plan on ELMS. You must share this plan with your organization and have a point person from the organization agree to it as well.

● Project Plan Updates: On each project visit day, one member of each group will post an update (using ELMS discussion board) detailing progress on the project plan. This should include how the group spent the site visit time, challenges the group is encountering, and what has been accomplished.

Executive Briefing (100 points)
You and your group will create a 3-page executive briefing that outlines the recommendations you are making to
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.

- Students may turn in a draft of their executive summaries by Nov. 14th for review and feedback from the instructors. This draft is optional, but encouraged for those seeking formalized feedback on their projects.

**Presentation (100 points)**

The presentation will be 20 minutes long and accompanied by 10 minutes of question and answer time from the class. The presentation should include: introducing the organization, describing your group’s engagement, sharing observations of the selected organization, assessing and analyzing the organization’s leadership capacity, providing recommendations for improving the organization’s leadership capacity and functions. All observations and analysis should be conducted through the lens of course content.

Groups may or may not decide to use powerpoint, poster boards, videos, handouts, interactive activities, or other multimedia displays for the presentation. Use presentation methods that best allow your team to share information in an engaging, professional and useful way.

**Content Analysis & Self-Reflection (scored out of 100 points for 10% of grade)**

To reflect upon your participation and work throughout the semester, you will create a final content analysis and self-reflection project. The project should demonstrate effort, critical thinking and synthesis and provide context around how you used the content of this course in your final group project. It should be clear through this project that you understand the nuances of course content and are able to apply them. This assignment consists of two parts:

1) Written Reflection (50 points): Using the questions below, write a 400-500 word discussion board post integrating your learning over the entire semester. Consider the following questions:
   - What did you learn about yourself this semester?
   - What did you learn about working with others?
   - What new insights did you gain about yourself and course content through the final project?
   - What types of teams or organizations best suit your strengths (refer to types of frames that best suit you as well)?
   - How will what you have learned/experienced in this class influence your future perspectives, behaviors, and/or roles?

2) Creative Representation (50 points): Based on your written reflection, you will also create a visual representation of your learning that can be briefly presented and explained in-person to the rest of the class. You can use any creative method integrating your knowledge of the Four Frames and Emotionally Intelligent Leadership. While your project does not need to represent every topic covered in class, it should show a comprehensive and integrated understanding of course content. (Depth and creativity is better than breadth!) Further ideas and examples will be discussed as the assignment approaches. On the last day of class, you will share a brief 3 minute overview of your visual and recap your learning.

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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.
### Course Schedule

*Please note that this syllabus and course outline is subject to change.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Assignment Due</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 29</td>
<td>Course Introduction &amp; Community Building</td>
<td></td>
<td>Group Dev. Model Handout &amp; Leadership for Better World, pgs. 195-224 (on ELMS)</td>
</tr>
<tr>
<td>Aug. 31</td>
<td>Group Dynamics</td>
<td></td>
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<tr>
<td>Sept. 7</td>
<td>Group Dysfunction</td>
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<td>5 Dysfunctions (on ELMs)</td>
</tr>
<tr>
<td>Sept. 12</td>
<td>Emotionally Intelligent Leadership- Cons. Of Self</td>
<td>EIL Assessment</td>
<td>EIL, p. 21-105</td>
</tr>
<tr>
<td>Sept. 19</td>
<td>Emotionally Intelligent Leadership- Cons. Of Context</td>
<td></td>
<td>EIL, p. 207-241</td>
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<tr>
<td>Sept. 21</td>
<td>Understanding Organizational Frames</td>
<td>Identify Project Site</td>
<td>Reframing Orgs, p. 3-40</td>
</tr>
<tr>
<td>Sept. 26</td>
<td>The Structural Frame</td>
<td>Project Plan</td>
<td>Reframing Orgs , p. 41-93</td>
</tr>
<tr>
<td>Sept. 28</td>
<td>The Structural Frame</td>
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<tr>
<td>Oct. 3</td>
<td>Site Visit Day</td>
<td>EIL Balcony Paper</td>
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<tr>
<td>Oct. 5</td>
<td>The Human Resource Frame</td>
<td></td>
<td>Reframing Orgs, p. 113-136</td>
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<tr>
<td>Oct. 10</td>
<td>The Human Resource Frame</td>
<td></td>
<td>Reframing Orgs, p. 137-182</td>
</tr>
<tr>
<td>Oct. 12</td>
<td>Analyzing Organizations</td>
<td></td>
<td>Reading/Video Online</td>
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<tr>
<td>Oct. 17</td>
<td>Site Visit Day</td>
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<td>Oct. 19</td>
<td>The Political Frame</td>
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<td>Reframing Orgs, p. 183-204</td>
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<td>Oct. 24</td>
<td>Site Visit Day</td>
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<tr>
<td>Oct. 26</td>
<td>The Political Frame</td>
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<td>Reframing Orgs, p. 205-242</td>
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<tr>
<td>Oct. 31</td>
<td>Site Visit Day</td>
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<tr>
<td>Nov. 2</td>
<td>The Symbolic Frame</td>
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<td>Reframing Orgs, p. 243-270</td>
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<tr>
<td>Nov. 7</td>
<td>The Symbolic Frame</td>
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<td>Reframing Orgs, p. 271-284</td>
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<tr>
<td>Nov. 9</td>
<td>Project Work Day (in-class)</td>
<td></td>
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<tr>
<td>Nov. 14</td>
<td>Diversity and Inclusion</td>
<td>Draft of Exec. Briefing (optional)</td>
<td>Holvino et al. (on ELMS)</td>
</tr>
<tr>
<td>Nov. 16</td>
<td>Organizational Change</td>
<td></td>
<td>Leadership for Better World, pgs. 101-122 (on ELMs)</td>
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<tr>
<td>Nov. 21</td>
<td>Organizational Change</td>
<td></td>
<td>Leadership for Better World, pgs. 122-136 (on ELMs)</td>
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<tr>
<td>Nov. 28</td>
<td>Values and Ethics</td>
<td>Organizational Change Proposal</td>
<td>Reframing Orgs, p. 393-406</td>
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<tr>
<td>Nov. 30</td>
<td>Reframing Leadership Practice</td>
<td></td>
<td>Reframing Orgs, p. 355-369 &amp; p. 407-429</td>
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<tr>
<td>Dec. 5</td>
<td>Final Project Presentations</td>
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<tr>
<td>Dec. 7</td>
<td>Final Project Presentations</td>
<td></td>
<td>Final Executive Briefing</td>
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<tr>
<td>Dec. 12</td>
<td>Course Wrap Up</td>
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<td>Content Analysis/Self-Reflection</td>
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</tbody>
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