

EDCP 317 Introduction to Leadership
University of Maryland, College Park
Winter Term 2004
Mon., Tues., Weds., Thurs. 12:00 – 3:30
EDU 3315

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Course Description:

The purpose of this course is to encourage you to carefully analyze your responsibilities and commitments in the context of leadership for the common good and for purposeful change. You will come to understand the concept of relational leadership and how it differs from traditional leadership theories. The course includes the study of leadership as well as the application of leadership theories, concepts, and skills. You will also develop your own leadership potential through the completion of personal and leadership self-assessments, values exploration, and leadership skill practice through course activities.

Course Objectives:

Students are expected to:

- Increase self-awareness through the exploration of values, beliefs, culture, and identity.
- Learn the basics of group roles, dynamics, and decision-making in order to function constructively in group settings.
- Understand the nature of coalitions, communities, and systems.
- Appreciate the relationship between ethics and leadership.
- Discover the complexities of leadership and the multi-disciplinary nature of leadership studies.
- Compare and contrast traditional and emergent paradigms of leadership.

- Apply critical thinking to leadership theories and practices.
- Understand gender and cultural influences on leadership.
- Build an awareness of leadership issues facing our communities and society.
- By the end of this course, have a better understanding of the nature of leadership. Begin to develop a personal philosophy of 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.
- Class attendance is essential and expected. Unexcused absences will be factored into final grades. **Students are expected to notify the instructor prior to an absence from class.** In Winterterm, each day of class is the equivalent of a week of class during the traditional fall and spring semesters. Thus, partial absences (late arrival, leaving early) will also be counted.
- All students are required to attend the presentations by student groups to receive a grade on the group presentation.
- 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 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 instructors to come prepared. The instructors will be willing listeners with regard to student concerns. Students may expect the instructors to be available outside of class to give additional help or support. These meetings will be scheduled to meet the students' and instructors' schedule.

Code of Academic Integrity: Students will conduct themselves with the highest standards of academic integrity. The UMCP Code of Academic Integrity defines academic dishonesty as “cheating,” “plagiarism,” “fabrication,” or “facilitating academic dishonest.” Academic dishonesty is a serious offense, which will not be tolerated in this class and may

result in suspension or expulsion from the University. For more information, see p.43-46 of the University Catalogue; contact the Office of Student Judicial Programs and Student Ethical Development at 301-314-8204; or visit their website at http://www.inform.umd.edu/jpo/code_acinteg.html.

In addition, students will handwrite the following honor pledge on the cover of papers, assignments, and tests:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination. – Sign your name

Religious or cultural observances: Some class times are in close proximity to religious or cultural observances. If a class date or assignment creates a conflict, please let the instructors know so we can make appropriate arrangements.

ADA Statement: 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 a documented disability should contact the instructors within the first week of the semester to discuss academic accommodations. Additional information and support is available through Disability Support Services at 301-314-7682 or <http://www.inform.umd.edu/dss/>.

Textbook:

- Komives, S. R., Lucas, N., & McMahon, T. R. (1997). *Exploring Leadership: For College Students Who Want to Make a Difference*. San Francisco: Jossey-Bass.
- Additional readings provided in class
- A second book will be assigned as a part of a group project.

Summary of Assignments:

NOTE! All assignments will be collected at the beginning of the class on which they are due. Assignments turned in late will result in the loss of one letter grade for every 24-hour period after the due date. If you anticipate having trouble turning an assignment in on time, please make arrangements with your instructors in advance. Computer and printing problems are **not** acceptable excuses for late papers.

Class Participation

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. In class, you will work in small teams to discuss readings, engage in simulations, prepare for guest scholars and leader visits, and use theory to enhance practice through carefully designed group activities. The teams will allow you to apply leadership theory and concepts in diverse contexts. Class attendance is essential and expected. Participation in the ropes course and community service experiences are required for full participation points. Unexcused absences will be factored into final grades.

Meaning Making Reflections/ Quizzes- Due each day in class

Each class day you will have EITHER 1) a brief quiz covering the previous night's reading assignments OR 2) a one page meaning-making reflection assignment. These are due during the class, cannot be made up if missed, and count toward your overall participation grade.

Journal Assignments- Due 1/5/04; 1/8/04; 1/14/04

Journal assignments will be sent to you in an email prior to the first day of class. Journals should be typed and 2-3 pages in length. Points will be given for depth of thought and your ability to synthesize class learnings with personal reflections.

Autobiography Due 1/7/04

What is your family history? What are your family traditions and customs? How have these factors shaped your life? How have your values been developed? What role do you play in your family(s)? How has your family experiences shaped your view of leadership? Write about the first time you realized your own leadership potential. Who and what outside your family influenced or shaped your values and philosophy of leadership, both positively and negatively? Discuss the role of mentors or role models in you life. Finally, discuss critical incidents that have occurred in your life and how they have transformed you. This paper should be 5-6 pages in length.

Ropes Course Reflection Paper Due 1/12/04

During the first week of class, the group as a whole will participate in the low ropes course offered by the Outdoor Center at University of Maryland's Campus Recreation Center. You are to turn in a 3-4 page reflection on the ropes course experience that describes your overall reaction to the experience, what strengths and challenges you discovered about yourself during the experience, how you felt the class did as a team, what role you played and the roles others played in the experience, and why you think this exercise was

included as part of a leadership course. Connections to readings and topics covered so far in the course are encouraged.

Servant Leadership Paper Due 1/15/04

Based on your experience engaging in community service individually and/or with others and complemented by our class service experience, you are expected to write a 3-4 page Servant Leadership paper. Below are questions to address when reflecting on your community service experiences and class simulations:

- What is the value of doing service? What are the challenges or dangers?
- What are basic assumptions you have about people in need of service and how do they influence your opinions?
- Share service moments you have engaged in that moved you to think about your state of life. Explain why you were moved to those thoughts. Explain what conclusions you have come to.
- Where do you believe leadership practices are present in acts of community service? How are leadership and service intertwined? Explain with examples.
- Identify where you demonstrated leadership with in the realm of your service activities, why you consider these acts to be leadership. Support your opinion.

Group Leadership Book Review

You will be assigned a Leadership book and group for this paper and presentation. Your group will be expected to collectively read the book (like a book club) and discuss the book. *Please keep in mind the purpose of a book club is that each member brings unique ideas and perspective to the content of the work they have read. With in the collective conversation by the members there is the potential for the group to rise to a higher level of understanding and mean of the authors work then they could individually.*

Group Presentation Due 1/21/04

Your group should analyze the book based on the following: The books contribution to your groups' understanding of leadership. Identify the leadership moments and/or leadership meaning the author is attempting to represent and to the degree the author was successful. Why/Why not? Identify where each of the elements of the relational leadership model are present in the work or not and how they might have been infused into the book if they are not present. Give justification and concrete examples for all of your perspectives. Your group will be expected to present your findings to the entire class in a 30 min. presentation. Each group member must take an active role in the presentation. Grades for presentations will be based on instructor evaluations, peer evaluations, and your group's view of your contribution.

Please make note of the following presentation tips. The basic elements of presentation skills are part of this piece of the assignment:

- Be prepared; practice; time yourself and edit or expand to fit the time parameters.
- Maintain eye contact with your audience.
- Speak clearly and project your voice so that no one strains to hear you. Speak with confidence.

- Take an assertive stance; keep good posture; and keep nervous gestures to a minimum.
- Plan the entire presentation ahead of time.
- Think ahead of time about the physical aspects of your presentation, including people, classroom, furniture, handouts, etc.
- You may wish to use audiovisual supplements or other teaching tools.
- Your assignment is to convey your message in a manner that both informs and captivates your audience.

Leadership Book Review Paper: Due 1/20/04

Your individual paper should include an analysis of your reading group dynamics and functioning as you discussed the book and prepared for your group presentation. Please apply all elements of Chapter 6 in your text *Exploring Leadership* in your analysis. Please relate Tuckman's Group Development Model (Exhibit 6.1) to your group process, example how group members fit into the common roles in groups explained in Exhibit 6.2, share how conflict was introduced into the group by using Understanding Conflict Exhibit 6.3, critique advantages and disadvantages of Decision-Making Method Exhibit 6.4 in your group's process. Please close by sharing what were your group's strengths and weakness and why. Papers should be 5-6 pages in length.

Group Books:

- Group 1** *Nickel and Dimed*- Barbara Ehrenreich
Group 2 *Leading with Soul* –Lee Bolman & Terrence Deal
Group 3 *The Five People You Meet in Heaven* –Mitch Albom
Group 4 *Hardball* – Chris Matthews

Final Exam/ Leadership Action Plan Due 1/22/04

Reflect on what you learned about yourself during the semester in relation to your capacity to demonstrate leadership. Reflect on what you see as your leadership strengths and weaknesses and how you will take advantage of both in the future. Briefly describe the leadership philosophy you have developed throughout this class. Has it changed since the beginning of class? If so, how? Describe two action steps you can take to continue to develop your leadership in the future. This paper should be 5-6 pages long.

Assignment and Grading	Points Possible
Participation	100
3 point will be earned for every class attended out of 11 classes. Note that each hour of class is worth approximately 1 participation point).	33
66 points total will be earned for in class participation. 66 Two points are possible for each class and are given for showing interest in class discussions, sharing ideas, perspectives, and questions.	
Journals	50
Each journal is worth up to 16 points.	
Quizzes and Meaning Making Reflection	
Each reflection is worth up to 5 points (You may drop the lowest grade)	50
Autobiography	50
Ropes Course Reflection Paper	50
Servant Leadership Paper	50
Leadership Book Review	50
Leadership Book Review Presentation	50
Final/ Leadership Action Plan	50
<u>Total Points Possible During the Winter Term</u>	<u>500</u>

A = 500-450 B = 449-400 C = 399-350 D = 349-300 F = 0 – 299

EDCP 317 Course Schedule

Date	Topic	Facilitators	Reading Due	Assignment Due
Mon. Jan. 5	An Introduction to Leadership; Assign book club teams and books; Distribute ropes course forms.	Julie & Katy	Preface and Chapter One	Journal #1
Tues. Jan. 6	The Changing Nature of Leadership	Julie	Chapter Two	
Weds. Jan. 7	A New Way of Understanding Leadership; Pass out MBTI.	Julie & José Guests: Susan Komives & Nance Lucas	Chapter Three	Autobiography
Thurs. Jan. 8	Ropes Course	All		Journal #2
Mon. Jan. 12	Understanding Yourself; Myers-Briggs Type Inventory (MBTI)	Katy & Jenn Guest: Grant Kollet	Chapter Four	Ropes Course Reflection Paper. Completed MBTI
Tues. Jan. 13	Understanding Others; Community Service and Leadership	José & Julie Guest: Wendy Wagner	Chapter Five	
Weds. Jan. 14	Leadership in Groups and Organizations; Group Presentation Time	Katy, Jenn, & José	Chapters Six and Seven	Journal #3
Thurs. Jan. 15	Building Coalitions and Communities; Starpower	José & Julie	Chapter Eight	Servant Leadership Paper
Mon. Jan. 19	NO CLASS – MLK Day			
Tues. Jan. 20	Leading with Integrity and Moral Purpose; Group Presentation Time	Julie & Jenn	Chapter Nine	Leadership Book Review Paper
Weds. Jan. 21	Book Review Presentations	All		Leadership Book Group Presentations
Thus. Jan. 22	Renewal of groups, organizations and self	Katy & José	Chapter Ten and Eleven	Leadership Action Plan

**Winterterm
EDCP 317
Who do I go to for what???**

Grades/UMEG – José

Participation/ Attendance - Katy

Journals (3) 2-3 pages each - José

Quizzes and Meaning Making Reflection (10) – Facilitator for the day

Autobiography 5-6 pages - Katy

Ropes Course Reflection Paper 2-3 pages - Julie

Servant Leadership Paper 3-4 pages - Julie

Leadership Book Review 5-6 pages - ALL

Leadership Book Review Presentation - ALL

Final/ Leadership Action Plan 5-6 pages - Jenn