HESI 315: STUDENT LEADERSHIP IN GROUPS & ORGANIZATIONS
University of Maryland ✣ Fall 2015

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

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

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.

Bolman, L. G., & Deal, T.E. (2013). *Reframing organizations: Artistry, choice, and leadership* (5th ed.). San Francisco, CA: Jossey-Bass.
ISBN-10: 1118573331
ISBN-13: 978-1118573334

Shankman, M. L. & Allen, S. J. (2015). *Emotionally intelligent leadership: A guide for students.* (2nd ed.) San Francisco, CA: Jossey-Bass.
ISBN: 978-1-118-82178-7

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.

Academic Integrity

In all class work and assignments, you are expected to uphold the highest personal and professional standards that reflect the objectives of the University of Maryland. You 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

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

If you are a student with disabilities, then you are encouraged to contact the instructor(s) 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). 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)	Counseling Center
2201 Shoemaker Hall	Shoemaker Hall
Email – LAS-CC@umd.edu	Phone – 301-314-7651
Phone – 301-314-7693	Website – www.counseling.umd.edu
Website – www.counseling.umd.edu/LAS	

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

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) over the age of 18 is in danger, the educator is required to make a report to law enforcement authorities. Health 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

Attendance
Class attendance is essential and expected. The university attendance policy is available at http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540 . 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**
> It is the policy of the university to excuse the absences of students that result from the following causes: illness of the student, or illness of a dependent as defined by Board of Regents policy on family and medical leave; religious observance (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 (i.e. scheduled athletic competition); and compelling circumstance beyond the students control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes.

- **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, and when documentation is submitted within one week of absence.** Finding out why you missed after you have missed class or lack of documentation will likely result in an unexcused absence.

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 me (an email is acceptable) one time per semester. Such documentation shall be honored as an excused absence unless the absence coincides with a Major Scheduled Grading Event. The student should:

- Make a reasonable attempt to inform the instructor of their illness prior to the class (if you know you are going to miss class, I expect an email or a call 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. Providing false information to University officials is a violation of Part 9(h) of the Code of Student Conduct.

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 (noted as a MSGE in the course calendar) 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.

Additional Attendance Information

Religious or Spiritual Observations
It is your responsibility to inform instructors of any intended absences for religious or spiritual 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 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 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

Grading Criteria
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 during the class (or prior to class start time on ELMs) 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.

In addition to these graded assignments, you may also be given several 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.

Assignments	Points	Weighted % of Grade
Participation & Leadership Engagement	100 points	20%
Class Facilitation	100 points	10%
Emotionally Intelligent Leadership Reflection	100 points	15%
Socially Responsible Leadership Reflection	100 points	15%
Final Project	100 points	30%
Project Plan		
Executive Briefing		
Presentation		
Content Analysis/Self-Reflection	100 points	10%
Total	**600 points**	**100%**

A+ = 97 – 100% (4.0)   C+ = 77 – 79.99% (2.3)   F = below 60% (0.0)
A = 93 – 96.99% (4.0)   C = 74 – 76.99% (2.0)
A- = 90 – 92.99% (3.7)   C- = 70 – 73.99% (1.7)
B+ = 87 – 89.99% (3.3)   D+ = 67 – 69.99% (1.3)
B = 84 – 86.99% (3.0)   D = 64 – 66.99% (1.0)
B- = 80 – 83.99% (2.7)   D- = 60 – 63.99% (0.7)

Participation & Leadership Engagement

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 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. Throughout the semester, students may also be responsible for bringing in questions, examples or relevant news as prompted by the instructor.

Assignments

Class Facilitation (100 points)
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 (100 points)
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 engaged? How do you know? Why or why not?
- 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. 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?

Socially Responsible Leadership Reflection (100 points)
Thinking about one's results from the Socially Responsible Leadership Scale (SRLS), students will identify and describe how they fall into the "7 C's" (consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, citizenship, and change). Use this reflection to critically develop a better sense of individual values and how they align (or not) with group and community values of which you are a part. Write a 3 page minimum paper including critical reflection around the following questions:
1. What did you learn about yourself through the SRLS?
2. How do your SRLS results relate to your Emotionally Intelligent Leadership results?
3. What personal examples or experiences support or contradict your SRLS results?
4. What do you see as the biggest challenge in becoming a socially responsible leader? In creating social change?
5. How do you hope to apply your SRLS results and the Social Change model in the future?

Final Project
To apply course concepts, students will use the Social Change Model, 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 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. 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. 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 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.

Presentation (200 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 (100 points)
To reflect upon your participation and work throughout the semester, you will create a final content analysis and self-reflection project. You can use any creative method integrating your knowledge of the Four Frames, Emotionally Intelligent Leadership, and the Social Change Model/Socially Responsible Leadership Scale. Your reflection should have some kind of "product" that can be briefly presented and explained to the rest of the class. 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.

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 role(s) did you take on in the final project group? In what ways did your EIL and SRLS results manifest within your final project group interactions?
- What types of teams or organizations best suits your strengths (refer to types of frames that best suits you as well)?
- How will what you have learned/experienced in this class influence your future perspectives, behaviors, and/or roles

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.

Date	Class Topic	Assignment Due	Reading Assignment
Aug. 31	Course Introduction & Community Building		
Sept. 2	Group Communication and Dynamics		Bohm & Tannen (on ELMS)
Sept. 9	Dysfunctions of Groups		Fable (on ELMS)
Sept. 14	Social Change Model		Cilente (on ELMS)
Sept. 16	Social Change Model	Complete SRLS	
Sept. 21	Emotionally Intelligent Leadership- Cons. Of Self	Identify Project Site	EIL, p. 21-105
Sept. 23	Emotionally Intelligent Leadership- Cons. Of Others	SRLS Reflection Paper Due	EIL, p. 109-202
Sept. 28	Emotionally Intelligent Leadership- Cons. Of Context		EIL, p. 207-241
Sept. 30	Understanding Organizational Frames	Final Project Plan Due	Reframing Orgs, p. 3-40
Oct. 5	The Structural Frame	EIL Balcony Paper Due	Reframing Orgs , p. 41-93
Oct. 7	The Structural Frame		Reframing Orgs, p. 95-112
Oct. 12	Site Visit Day		
Oct. 14	The Human Resource Frame		Reframing Orgs, p. 113-136
Oct. 19	The Human Resource Frame		Reframing Orgs, p. 137-182
Oct. 21	The Political Frame		Reframing Orgs, p. 183-204
Oct. 26	Site Visit Day		
Oct. 28	The Political Frame		Reframing Orgs, p. 205-242
Nov. 2	Site Visit Day		
Nov. 4	Analyzing Organizations		Reading Online (on ELMS)
Nov. 9	Site Visit Day		
Nov. 11	The Symbolic Frame		Reframing Orgs, p. 243-270
Nov. 16	The Symbolic Frame		Reframing Orgs, p. 271-284
Nov. 18	Final Project Work Day		
Nov. 23	Improving Leadership Practice		Reframing Orgs, p. 371-392 & p. 407-429
Nov. 30	Diversity and Inclusion		Holvino et al. (on ELMS)
Dec. 2	Values and Ethics	Executive Briefing Due	Reframing Orgs, p. 393-406
Dec. 7	Final Project Presentations		
Dec. 9	Course Wrap Up	Content Analysis/Self-Reflection Due	