

HESI 315: STUDENT LEADERSHIP IN GROUPS & ORGANIZATIONS

University of Maryland † Autumn 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

TuTh 11:00am - 12:15pm SPH 0303

Instructor Contact Information:

Kristen Rupert

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Office Location: LCSL | Adele Stamp Student Union

Office Hours

By Appointment

Purpose, Scope, and Goals

Leadership occurs within a context. It is a relational process between people working towards common purposes. This course will assist students in acquiring and integrating leadership knowledge within group and organizational contexts so they can navigate organizational environments and apply leadership in diverse communities of practice and career contexts. Through hands-on activities, personal exploration, and critical analysis of leadership within groups and organizations, students will gain greater insight into the historical, cultural, and contextual elements of leadership.

Course Objectives

Knowledge/Cognitive Learning Goals

- Discriminate between popular notions of leadership, models, & empirically tested theories
- Integrate leadership learning across the disciplines
- Understand concepts related to groups and organizations

Personal Development Learning Goals

- Develop group communication skills
- Hone effective written and oral communication skills
- Apply leadership theory in group environments
- Understand your leadership style preferences

Group/Organizational Learning Goals

- Learn to develop common purpose in groups
- Study elements of strategic planning including development of mission, vision, goal and outcome statements; SWOT analysis and stakeholder identification

Required Texts

The following books will be the primary texts for this course. These books will only be available through the University Book Center (not the Maryland Book Exchange on Route 1).

Required

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

ISBN-13: 978-1118573334

ISBN-10: 1118573331

Shankman, M. L., Allen, S. J., Haber-Curran, P. (2015). *Emotionally intelligent leadership: A guide for college students.* (2nd ed). San Francisco, CA: Jossey-Bass.

ISBN: 978-1-118-82178-7

ISBN-10: 1118821785

NOTE: It is imperative that you purchase these exact editions of both books, as they are significantly different from previous versions. In some cases, this may mean purchasing a new rather than used copy.

Recommended:

Komives, S. R., Lucas, N., & McMahan, T. R. (2013). *Exploring leadership: For college students who want to make a difference.* (3rd ed.). San Francisco, CA: Jossey-Bass.

ISBN: 978-1-118-39947-7

There is a mandatory course fee for the class that will be billed directly to student accounts. This fee covers the 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 are 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)

2201 Shoemaker Hall

Email – LAS-CC@umd.edu

Phone – 301-314-7693

Website – www.counseling.umd.edu/LAS

Counseling Center

Shoemaker Hall

Phone – 301-314-7651

Website – www.counseling.umd.edu

University Health Center, Mental Health Service

2nd Floor, University Health Center (across from The Stamp Student Union)

Phone – 301-314-8106

Website – www.health.umd.edu/services/mentalhealth.html

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

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 (e.g., late arrivals or early departures) will be factored into your participation grade.

Medically necessitated excused absence from a single class session

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

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

For this course, I 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, I 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 dependent) (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 have missed class will likely result in an unexcused absence.

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 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.

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.

Assignments	Points
Participation	50 points
Spirit of the Day facilitation	10 points
"Get on the Balcony" assignment	20 points
"Social Change Model" reflection	20 points
Final Project	80 points
Org Contact and Meeting Plan	5 points
Work Day Reports	5 pts x 4 = 20 points
Org Analysis & Recommendations (Paper)	30 points
In-Class Presentation	25 points
Peer Feedback	10 points
Final Leadership Symbol	10 points
Total	200 points

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

You are expected to participate actively in class sessions. You will benefit most when the class atmosphere is one characterized by active and honest discussion. Leadership skill development in those areas described in the class objectives is maximized by frequent and active participation in role-plays and group exercises. Since the experiential aspects of the class are important, 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, engaged contributions to class discussion, active listening and involvement, and other factors that contribute to the positive development of class community.

You are not expected to have all the “right” answers in every class, nor should you dominate every in-class discussion. You are, however, required to be prepared and contribute regularly to our class discussion. This includes evidence that you READ for class. This is where I can take points off if it's clear that you were not prepared for class. The quality of the discussion in class will depend on how well prepared you are, and how willing you are to share the results of your preparation with the class. Thus, your participation can be based on contributions to in-class discussions, sharing your ideas and work experiences, asking questions of the instructors and other students, and directing the instructors and class to new and relevant material.

Assignments

(All written assignments are to be completed in Times New Roman 12 point font, double-spaced)

Spirit of the Day Facilitation (10 points)

You will facilitate class discussion by incorporating the assigned reading for the day, current events, and engaging class activities. Unlike a traditional presentation, this class facilitation assignment is meant to excite and engage the class with course content that is assigned for the day you assigned to complete your class facilitation. Each class facilitation session will last at least 20 minutes. The facilitation will include: course readings, a related activity, and critical questions that insights class discussion. This facilitation will be done in your project groups.

Emotionally Intelligent Leadership “Balcony” Reflection (20 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, 2015). “The leader can observe what is happening from above, like the proverbial fly on the wall” (Shankman & Allen, 2015, p. 15). This paper will allow you to practice being that “fly on the wall” and identify environmental factors that influence leadership and a leadership situation.

You will be required to attend a meeting of an organization in which you are involved and write a reflection paper based on your observations from the “balcony”. As you are watching the meeting or activity, pay close attention to the following environmental factors:

- What does the “Leadership” of the meeting look like?
 - What have previous leaders been like? How have they been viewed by members or participants? Why are they viewed this way?
 - What does your organization value? What values are implicitly known? Explicitly known? How do these values play into the success or failure of a leader?
- Who are the members of the organization (not names, but demographics, traits...etc)
 - What do they value?
 - What do they get from being a member of the organization?
 - Is there apathy among followers? If so, how do you know?
 - Are there many members or participants who readily point out problems but do little to help solve them? How does this affect the organization?
- How would you describe the context or environment?
 - Is the organization doing a good job of doing what it is intended to do? Are its activities and mission (reason for existence) consistent with each other?
 - Are members and organization “leaders” happy?
 - Is there pride in the organization? Is it doing “well” in the eyes of its members and constituents?
 - Is the campus community supportive of the organization? Is the organization seen as a benefit or detriment to the community?

Write a 3-4 page paper on your observations. In addition to your observations, address the following reflection questions in your response:

1. What are helpful suggestions or insights would you share with the organization based on your observations?
2. Describe your experience “getting on the balcony”. What was comfortable/easy for you? What was challenging? What are the implications of these things in your leadership role(s)?
3. What was the most clear benefit of “getting on the balcony” for you? What are the potential drawbacks of “getting on the balcony” too often?
4. How might you continue to practice “getting on the balcony” in future leadership situations?

Socially Responsible Leadership Reflection (20 points)

Each student will take the Socially Responsible Leadership Scale (SRLS) in class during our week discussing the Social Change Model (SCM) of Leadership. The SRLS will identify and describe how you fall into the “7 C’s” of the SCM. After taking the SRLS, you will write a 3-4 page (double spaced) reflection paper to discuss the individual values and how they align (or not) with the values of the groups and communities of which you are a member. You should also reflect upon how Socially Responsible Leadership applies to the organization in which your group is working with for your project.

- What did you learn about yourself through the SRLS?
- How do your SRLS results relate to your Emotionally Intelligent Leadership results?
- What personal examples or experiences support or contradict your SRLS results?
- How can you be a socially responsible leader even in an organization that may not have a social change mission?
- How do you think Socially Responsible Leadership and the Social Change Model could be helpful to the organization with which you are consulting for your group project?

Final Project (80 points total)

To explore how well you understand leadership and social change, you will use the Social Change Model, Emotionally Intelligent Leadership, and Bolman & Deal’s four frames to better understand the dimensions of an organization. You will be asked interact, participate, and observe your organization over the course of (at least) 6 weeks. The purpose of this assignment is to see how well you can identify and describe an organization’s leadership capacity, evaluate their effectiveness implementing social change, and improving on your own leadership skills. The final product of this assignment will be a presentation, and individual reflection paper. You will work in your presentation groups and will prepare a creative presentation that demonstrates your group’s engagement with your group’s selected organization. The presentation will also illustrate your group’s engagement and observations of your selected organization, assessment of the organization’s leadership capacity, and recommendations for improving the organization’s leadership capacity and function. All elements of the presentation must align with course material (i.e. readings, discussions, and other learning tools). Your group will present in class and share insights about the process your group experienced in collecting information and sharing the recommendations with the organization. Your group will also present on what was the organization’s reactions to your recommendations. The in-class presentation will last 15-20 minutes (includes sharing of challenges and experience with the project, and class questions or discussion)

Related Final Project Assignments

Organization Contact and Meeting Plan (5 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 (exact dates and the selected course content may vary) . You must share this plan with your organization and have a point person from the organization sign-off on your plan.

Organization Analysis and Organization Recommendations (30 points)

You and your group will create an analysis of what you learned from observing and working with your chosen group. This will come in the form of a analysis, reflection, and assessment of what you saw when you observed the group, information gathered from meeting with group leadership or general members, and your own personal observations. Your group will then write a separate paper that outlines recommendations you are making to the organization. This 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 to inform the organization’s stakeholders how you are coming to your feedback and recommendations.

Presentation (25 points)

Your presentation will be 15-20 minutes long, which will also include question and answer time from the class. You should use creative ways to engage the class during your presentation, this could include, but is not limited to powerpoint, poster boards, handouts, interactive activities, or other multimedia displays. You should make the decisions as a team and use the presentation methods that will best allow your team to share the information you feel it is important for the class to know. Your presentation does not need to cover ALL the details of the project – pick and choose what is vital to share and make some critical decisions.

Group Work Day Reports (5 points each -- 4 days = 20 points)

There will be 4 work days during the semester. One these days, one member of each group will create an 1-2 page briefing 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.

Leadership Symbol Project (10 points)

To reflect upon your participation and work throughout the semester, you will create a final Leadership Symbol for the class. 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?
- 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

Peer Feedback (10 points)

Your project groups will have the opportunity to evaluate you using positive and constructive peer evaluation techniques. A mean score will then be recorded for each class member based on the feedback from group members.

Week	Date	Topic	Reading Due	Assignment Due
Week 1	9/1	Intro to class/ Establishing norms		
	9/3	Leadership Lens Intro to Consulting Project		
Week 2	9/8	Emotionally Intelligent Leadership (EIL) and Assessment	Intro to EIL: Ch 1	
	9/10	TBA		
Week 3	9/15	EIL Consciousness of Self	EIL Part 1: Ch 2-10	"Spirit of the Day" Group 1
	9/17	EIL Consciousness of Self		Org for Consulting Project chosen
Week 4	9/22	EIL Consciousness of Others	EIL Part 2: Ch 11-20	"Spirit of the Day" Group 2
	9/24	EIL Consciousness of Other		Project Plan due by Friday at 11:59 pm
Week 5	9/29	EIL Consciousness of Context	EIL Part 3: Ch 21-24	"Spirit of the Day" Group 3
	10/1	EIL Consciousness of Context		
Week 6	10/6	Reframing Organizations (RO) Intro	RO Part 1: Intro, Ch 1-2	
	10/8	Work Day/Site Visit Day		Balcony Assignment Due by Friday at 11:59pm
Week 7	10/13	Structural Frame	RO Part 2: Read Intro and Ch.3, Skim Ch.4-5	
	10/15	Work Day/Site Visit Day		
Week 8	10/20	Human Resources Frame	RO: Part 3 Read Intro and Ch.6, Skim Ch 7-8	
	10/22	Work Day/Site Visit Day		
Week 9	10/27	Political Frame	RO Part 4: Read Intro & Ch. 9, Skim Ch. 10-11	
	10/29	Work Day/Site Visit Day		
Week 10	11/3	Symbolic Frame	RO Part 5: Read Intro & Ch. 12, Skim Ch. 13-14	
	11/5	Writing an Org Analysis/ Recommendations	RO: Part 5 Read Intro and Ch.15	
Week 11	11/10	Socially Responsible Leadership/ Social Change Model	Social Change Readings on ELMS	"Spirit of the Day" Group 4
	11/12	Socially Responsible Leadership/ Social Change Model		"Spirit of the Day" Group 5
Week 12	11/17	In Class Work Day/ Groups meet with Kristen in Class		SRL Reflection Due Friday by 11:59pm
	11/19	TBA		
Week 13	11/24	Work Day/ Site Visit Day		
No Class! Thanksgiving				
Week 14	12/1	Class Presentations		
	12/3	Class Presentations		Presentations due Friday by 11:59 pm
Week 15	12/8	Leadership Lessons Sharing		
	12/10	Leadership Lessons Sharing/ Wrap Up		Leadership Lessons due
FINALS WEEK: Peer Feedback Due by 12/16 at 11:59 pm				

