

AEE 360 – Leadership Development for Small Groups Spring 2007

Course Description: Students will learn about leadership dynamics in small groups and how to be more influential in work settings.

Instructors:	Kristina G. Ricketts, Ph.D. Agricultural & Extension Education 439 Ag. Admin. Bldg. University Park, PA 16802 814 863-0387 kgr10@psu.edu	James H. Mortensen, Professor Agricultural & Extension Education 314 Ag. Admin. Bldg. University Park, PA 16802 814 863-7869 jhm2@psu.edu
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Class Meetings: M W F 9:05 – 9:55 am, 301A Ag. Admin. Bldg.

Text: Beebe, Steven A. and John T. Masterson. 2006. *Communicating in small groups* (8th ed.). Boston: Allyn and Bacon.

Nature and Purpose of the Course: The primary focus of this course is on building and sustaining decision-making groups and teams. Students will explore the interrelated processes of discerning purpose, thinking systemically, developing reflective judgment, and exercising leadership by mobilizing and setting the direction for adaptive change. Industry based examples and information from the food, agricultural and natural resource sciences will be infused into the course. This course is designed to weave together theoretical and experiential threads using insights gained from readings, case studies, class assignments and experiential activities.

Course Objectives: Using readings, handouts, class notes and through active class participation and written assignments, students will be able to:

1. Define and contrast essential components for “groups” and “teams” and examine the advantages and disadvantages of working with others;
2. Describe the relationship between personal commitment and common purpose, effort and results, communication and networking, norms and roles, power and influence, cohesion and conflict, decision making and problem solving, shared leadership and empowerment;
3. Explain the relevance of small group communication theory to the study of small groups and teams;
4. Describe the size, composition, cooperation among members, attention to matters of civic responsibility and overall leadership effectiveness of local community groups;
5. Apply acquired knowledge to enhance skills in the areas of communications, group dynamics, team building, and other areas related to leadership development;
6. Improve writing, speaking, and listening skills through an analysis/synthesis of information provided in readings, lectures, class discussions and in- or out-of-class assignments; and
7. Exhibit the characteristics expected in university classrooms: self-discipline, respect for others, motivation, and a thirst for learning.

The Pennsylvania State University encourages qualified persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please inform me as soon as possible.

Expectations of Students: This class will incorporate a mixture of lectures, discussions, case study analysis, small-group work, media presentations, out-of-class assignments and other experiential techniques. Your instructor will encourage, value, expect and reward student preparation, attention, participation, reflection, and attendance. Expectations of students include:

1. **Academic Integrity.** Academic integrity is the pursuit of scholarly activity free from fraud and deception, and is the educational objective of this institution. Academic dishonesty includes, but is not limited to cheating, plagiarism, fabrication of information or citations, facilitating acts of academic dishonesty by others, unauthorized possession of examinations, submitting work of another person, turning-in work previously submitted for credit in another class, and/or tampering with the academic work of other students. Any violation of academic integrity will be thoroughly investigated, and where warranted, punitive action will be taken. (*The University's statement on academic integrity, Policy 49-20, from which the above statement is drawn, is available at <http://www.psu.edu/dept/oue/aappm/G-9.html>*)
2. **Reading assignments prior to attending class.** Be prepared to discuss core concepts and theories presented in readings to provide examples that reflect original and critical thought.
3. **Submitting written assignments on due date indicated.** Late assignments will be assessed 10% per day late.

Course Requirements and Grading

1. **Quizzes (2)** will be based upon assigned text readings. Students tardy or absent on the day of any quiz will receive zero points for the quiz without a valid excuse as determined by the instructor. Quiz questions will be based on class notes, discussion and the chapters in the textbook. (2/23/07 & 4/20/07) **(100 pts each)**
2. **Referred journal article (see Appendix A):** Select an article on the nature of groups and/or teams from the approved list of journals. Write a reaction paper (2-3 pages, typed, double-spaced) using established criterion. Submit a copy of the journal article selected with the paper and present a brief overview of their paper in class on (2/9/07). **(100 pts)**
3. **Reflection Paper on selected movie (see Appendix B):** Analysis of a movie to document and identify various team, communication and leadership behaviors. This included a report on the movie (3-5 pages, typed, double-spaced) and a presentation (3/23/07) **(100 pts)**
4. **Participation Points -** You may earn attendance points by attending class regularly. These points will be reflected in the form of group activities or random attendance rosters. There will be 17 - 5-point attendance opportunities over the course of the semester. You may drop two opportunities. You will not be allowed to make-up any of these points. **(100 pts)**
5. **Final Project (see Appendix C):** Group observation of community leaders in action paper (8-12 pages, typed, double-spaced) and group presentation on (TBA – 4/23- 5/4/07). **(300 pts)**

Each written assignment will be graded on the basis of:

1. 80%: How well it supports the assignment objectives and provides evidence to support its major points through the use of issues examined in the course; - and -
2. 20%: How well it is written (overall organization, sentence mechanics, word usage, and spelling) (*see Appendix D*).

Attendance: Your attendance is important because much of the course material will be absorbed through discussion, small group participation and activities. College approved field trips; religious holidays, competitive and leadership development events are considered legitimate absences with proof (documentation). If you miss class for an important reason, you are responsible for getting missed work and notes. Your absence is a personal

choice and consequences are a result of you own priorities. To be "present" you must be in class at the official "beginning time" and remain until dismissed by the instructor.

Grading scale: 800 total points available

A	760-800	B+	696-719	C+	616-639	D	512-591
A-	720-759	B	672-695	C	592-615	F	≤ 511
		B-	640-671				

<u>Course Outline*</u>		
Date	Topic(s)	Readings/Assignments
1/17	Introduction to the course/syllabus	
1/19-22	Setting the stage for groups and teams	Chapter 1
1/24-26	Small group communication theory	Chapter 2
1/29 -2/2	Group/team formation, goals, and internal processes	Chapter 3
2/5-9	Group roles, norms, culture, status, power and trust	Chapter 4 Journal article paper due (2/9/07)
2/12-16	Defensive and supportive group/team climates	Chapter 5
2/19-23	Importance of nonverbal communication in groups/teams	Chapter 6 Quiz #1(2/23/07)
2/26-3/2	Collaborating with others – developing a plan of action	Chapter 8
3/5-9	Apollo 13 – movie analysis	
3/12-16	Spring Break	
3/19-23	Group decision making processes	Chapter 9 Movie reflection paper due (3/23/07)
3/26-30	Group/team approach to analyzing and solving problems	Chapter \10
4/2-6	Cooperative conflict management – principles and skills	Chapter 7
4/9-13	Leadership perspectives – group presentations	Chapter 12
4/16-20	Improving productivity in groups and teams	Chapter 11 Quiz #2(4/20/07)
4/23-27	Communicating to an audience Final group projects and presentations	
4/30-5/4	Final group projects and presentations	

**NOTE: The course outline represents an approximation of the topics to be covered and the respective dates. True coverage will depend on the pace of discussion, the collective needs of students and the professor, and the demands of time. You are expected, however, to keep pace with the calendar of assigned readings.*

Appendix A: Journal Article Reaction Paper

(72 content/18 writing skills /10 presentation =100 points possible, **due: 2/9/07**)

Assignment Information: The objective of this exercise is for students to integrate unrelated material with subject matter addressed in this course. Appropriate and current (1998-2004) articles can be found in the approved list of journals found below*. Students are required to lead a discussion of the research article in class.

Directions: Select a referred journal article addressing some aspect of leadership in groups or teams. Write a 2-3 page critique (typed, double-spaced) that includes each aspect of the information listed below. Include a copy of the journal article with your reaction paper.

1. Title of article, author, and **journal citation** is complete (5 points possible)
2. Article is selected from the approved list (5 points possible)
3. Explains the issue(s), philosophy, methodology and major points made by the author (20 points possible)
4. Explains how this article contributes to the understanding of group or team leadership (20 points possible)
5. Explains what this article is lacking or topics you believe should have been included (10 points possible)
6. Assesses the personal/professional importance of this information (20 points possible)
7. Paper is 2-3 typed pages long and the original article is attached (10 points possible)
8. Peer assessment of appropriateness of article content and presentation skills (10 points possible)

TOTAL POINTS POSSIBLE: 100

Appendix A

*Approved Leadership Development Journals for Reaction Paper *

Academy of Management Journal	Human Resource Development Quarterly
Leadership & Org. Development Journal	Academy of Management Review
Journal of Applied Behavioral Science	Leadership Journal
Administrative Science Quarterly	Journal of Applied Psychology
Leadership Quarterly	American Journal of Political Science
Journal of Applied Social Psychology	Nonprofit Management and Leadership
American Political Science Review	Journal of Leadership Studies
American Sociological Review	Journal of Management Studies
Journal of Management	Personnel Psychology
Business Ethics Quarterly	Journal of Management Development
SAM Advanced Management Journal	Group and Organization Management
Journal of Management Education	Small Group Behavior
Group and Organization Studies	Journal of Managerial Issues
Small Group Research	Harvard Business Review
Organizational Behavior & Human Performance	

Appendix B: Critical Analysis of Movie

(72 content/18 writing skills /10 presentation =100 points possible, **due: 3/23/07**)

Assignment Includes: Analysis of movie, paper and presentation

Assignment Information: The goal of this assignment is to utilize a popular movie to determine and analyze problem solving and related small group communication and leadership skills/behaviors. We will watch this movie (Apollo 13) in class the week of March 5th. (Note: You may complete this assignment alone or work with one (1) other person.)

Directions:

1. List at least ten (10) small group communications, problems solving and /or leadership behaviors observed in the movie. You may need to read ahead in our text and/or search in other resources to accurately identify these behaviors. (10 points)
2. Provide a definition of six of the ten behaviors listed above you identified in the film. Give specific examples of the context/scene in which the behaviors were used and/or exhibited. Remember to cite references for this section. (60 points)
3. Select a scene where one of the behaviors was used and critically examine the effectiveness of the behavior in relation to the scene/outcome. (20 points)
4. Present your analysis of the scene (#3) in class with peers. (10 points)

Total points possible: 100

Appendix C: Group Observation of Community Leaders in Action

(300 points possible, **due: TBA 4/23-5/4**)

Assignment Information: During the second class meeting, students will be asked to join a group (3-4 members each). Each group will be responsible for attending a minimum of three local government or three school board meetings scheduled throughout the semester. Groups may not duplicate an organization or school board meeting. The goal of this assignment is to allow you to observe the core concepts of group/team behavior you are learning about in the classroom in a “real life” situation.

Directions:

1. As a group, determine what group you want to observe. Let the instructors know the group you've selected by **1/29/07**.
2. Contact the organization you wish to observe to determine when meetings are held and if you are allowed to attend. (Remember, group members must attend a minimum of three meetings and take their own notes.)
3. Dates and details of site visits are to be noted in a small notebook/journal. Information gathered will become the basis of the final project paper and presentation. Collect minutes, agendas and other material relevant to the meetings for your journals and presentations. For each entry, describe what was on the agenda for that particular meeting, what happened, your evaluation of key leaders and the actions of others in attendance, plus ideas that your group believes would improve future meetings. (Note: Your final paper will be easier to write if group members discuss their observations immediately following each meeting- **USE** the attached observation sheet to keep track of group, leader, individual behaviors, verbal and nonverbal behaviors, climate, group processes, etc).
4. Each group member must participate in the final project presentation and must find an interesting and stimulating way to present their information. Group presentations will be peer reviewed.
5. Immediately following your group presentation (4/23-5/4) a paper (up to 8-12 double spaced, typed pages in length) is to be submitted for a group grade. Also, please submit individually, a one page paper noting your individual contribution to the group project.

Grading of Final Project:

Each group member will receive an individual score for their project notebook and a group score for the final paper submitted based upon the following criterion:

Project notebook: 75 points possible
Final project paper: 100 points possible

There will also be individual scores received as follows:

Peer reviewed individual presentation by your group members: 25 points possible
Instructor reviewed individual presentation: 75 points possible
Individual contribution to final project paper self-assessment: 25 points possible

Meeting Observation Form: Patterns of Contributions

Community Group _____

Date of Observation _____

<i>Behaviors</i>	<i>Community Leader Names</i>			
Encourages others. Is friendly, warm, and responsive; uses eye contact and “uh-huhs” to support other’s participation.				
Reduces tension. Reduces tension by using humor appropriately; gets the group to laugh; admits errors.				
Resolves disagreements. Works out disagreements; looks for ways to address objections and concerns; incorporates others’ ideas into proposals.				
Notifies group feelings. Senses and expresses team feelings and moods; is aware of significant shifts in tone and helps team be aware of shifts also.				
Suggests methods or procedures. Suggests ways of doing things; steps to move the discussion forward; use of methods such as brainstorming, circling the group for opinions.				
Seeks information or opinions. Draws out relevant information, opinions, ideas, suggestions, or concerns from team members. Asks questions to invite others’ ideas.				
Gives information or opinions. Shares relevant information, opinions, suggestions, and concerns.				
Clarifies and elaborates ideas. Clears up confusion; gives examples; points out issues and alternatives; shares interpretations of what’s been said; builds on what others have said.				
Summarizes. Pulls together what’s been said; organizes related ideas; integrates different ideas; offers conclusions for the team to consider.				
Checks decisions. Notices when a decision is made and states the decision for the group; checks to be sure the decision method (vote, seek consensus, delegate) is acceptable; checks to be sure decision has been well thought out.				

Appendix D: Grading Standards for Written Assignments

The “A” Paper:

- The goal of the paper is clearly defined.
- The topic is appropriately narrowed throughout the paper.
- The content corresponds to the assignment.
- Supporting details or evidence are convincingly presented and show an awareness of the complexities of the subject.
- Secondary sources are appropriately selected and cited.
- The organization demonstrates a clear, well-considered plan throughout.
- The introduction and conclusion sections are effective.
- Paragraphs are coherent, well developed, appropriately divided, and clearly related to other parts of the paper.
- It has few errors, none of which seriously undermines the effectiveness of the paper for educated readers.

The “B” Paper:

- Shows an awareness of purpose.
- Its topic has been clearly defined.
- The content is well developed and the reasoning usually valid and convincing.
- Evidence and supporting details are adequate for its purpose.
- The organization is clear and easy to follow.
- The introduction and conclusion are effective.
- Transitions within and between paragraphs are clearly signaled.
- The paper has few errors, especially serious sentence errors.
- Sentences vary in length, structure, and complexity.
- Punctuation, grammar, and spelling conform to the conventions of edited American English.

The “C” Paper:

- Its purpose is clear and focused on a central idea.
- The assignment has been followed, if not fulfilled.
- The content is adequately developed.
- Major points are supported, paragraphs are appropriately devised, and there are enough specific details to make the ideas clear.
- The reasoning is valid.
- The organization is clear and easy to follow.
- The introduction and conclusion are adequate.
- Transition of paragraphs may not be in their best order.
- Little sentence variety of length, structure and emphasis.
- Paper is generally free of major sentence and grammar errors and indicates mastery of most conventions of edited American English.

The “D” Paper:

- The purpose may not be clear.
- The content is inadequately developed.
- Supporting details or examples are absent or irrelevant.
- Organization is deficient.
- Introductions or conclusions are not clearly marked or functional.
- Paragraphs are not coherently developed or linked to each other.
- The arrangement of material within paragraphs may be confusing.
- Paper is marred by numerous errors in grammar, spelling, and punctuation.
- The syntax or diction is flawed in places so that comprehension is difficult.

The “F” Paper:

- There is no clear purpose for the paper or no central point.
- The content is insufficiently developed and does not go beyond the obvious.
- The reasoning is deeply flawed.
- The organization is very difficult to follow.
- Sentences may not be appropriately grouped into paragraphs.
- The number and seriousness of errors—in grammar, spelling, punctuation, diction, or syntax—obstruct comprehension.

Appendix E: Final Group Project Meeting Locations

Benner Township Supervisors

Benner Township Building
1224 Buffalo Run Rd.
355-1419
Meetings: 1st and 3rd Monday's
Time: 7:30 pm

Benner Township Planning Commission

Benner Township Building
1224 Buffalo Run Rd.
355-1419
Meetings: 2nd and 4th Tuesday's
Time: 7:00 pm

College Township Council

College Township Building
1481 E. College Ave., S.C.
231-3021
Meetings: 1st and 3rd Thursday's
Times: 7:30 pm

College Township Planning Commission

College Township Building
1481 E. College Ave., S.C.
231-3021
Meetings: 1st and 3rd Tuesday's
Times: 7:30 pm

Ferguson Township Supervisors

Ferguson Township Building
3147 Research Dr., S.C.
238-4651
Meetings: 1st and 3rd Monday's
Time: 7:00 pm

Ferguson Township Planning Commission

Ferguson Township Building
3147 Research Dr., S.C.
238-4651
Meetings: 2nd and 4th Monday's
Time: 7:00 pm

Patton Township Supervisors

Patton Township Building
100 Patton Plaza, S.C.
234-0271
Meetings: 2nd and 4th Wednesdays
Time: 7:00 pm

State College Borough Council

Borough Municipal Building
243 S. Allen St., S.C.
234-7106
Meetings: 1st and 3rd Monday's
Time: 7:30 pm

State College Borough Planning Commission

Borough Municipal Building
243 S. Allen St., S.C.
234-7106
Meetings and Times:
-Noon-Jan. 12th, Feb. 9th, March 9th, April 13th
-7:30 pm-Jan 27th, Feb 24th, March 24th, April 28th

State College School Board*

Administration Office Building
131 W. Nittany Ave.
231-1016
Meetings: 2nd and 4th Mondays
Time: 7:30 pm

- *You need to attend at least one sub-committee meeting

Centre Co. Parks and Recreation

131 S. Fraser St., S.C.
231-3071
Meetings: 2nd Tuesday 12:15 (location varies)
www.centreconnect.org/crpr

Schlow Library

100 E. Beaver Ave, S.C.
237-6236
Meetings: 2nd Wednesday, Upstairs in Meeting Room
Time: 7:30 pm

****ALL MEETINGS TIMES AND DATES ARE SUBJECT TO CHANGE, MAKE SURE TO CALL BEFOREHAND AND SECURE PERMISSION TO ATTEND!**

Appendix F: Assessment Instruments

AEE 360 - Assessment – Journal and Movie Presentation

5 Minute Presentation - 10 points

Name of Presenter(s) _____

Scale*

Introduction

The introduction provided me with enough information/background on the topic
Major points to be covered were clearly introduced

E VG G F P
E VG G F P

Body

Major points were addressed and transitions were clear

E VG G F P

Conclusion

The conclusion was appropriate and summarized main points

E VG G F P

Delivery

The speaker(s) exhibited good vocal variety, emphasis, volume and clarity

E VG G F P

*** E – Excellent VG – Very Good G – Good F- Fair P - Poor**

Comments:

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E VG G F P

*** E – Excellent VG – Very Good G – Good F- Fair P - Poor**

Comments:

Final Group Project Grading Criteria

Team _____

Meeting observations miscellaneous:

- | | | |
|--|----------|-------|
| 1. Identifies community leaders/individuals in each meeting observed. | (5 pts) | _____ |
| 2. Lists dates/days/time group observations occurred. | (5 pts) | _____ |
| 3. Contains meeting agenda items. | (5 pts) | _____ |
| 4. Describes the roles members play during meeting, including the apparent leader. | (15 pts) | _____ |
| 5. Identifies accomplishments and voting process used. | (10pts) | _____ |
| 6. Includes copies of minutes and agendas | (5 pts) | _____ |
| 7. Addresses how questions from “audience” were handled during the meetings. | (10 pts) | _____ |

Information about role of each student in the completion of the group project:

- | | | |
|---|----------|-------|
| 7. Explains what group members expected to learn and whether or not these expectations were met. | (15 pts) | _____ |
| 8. Describes each member’s contribution towards the completion of the final project. | (5 pts) | _____ |
| 9. Includes the individual self assessment form from each group member. | (5 pts) | _____ |
| 10. Includes ideas your group discussed that may improve the function of future meetings of the group observed. | (5 pts) | _____ |

Group presentation of findings:

- | | | |
|---|---------|-------|
| 11. Project observations, experiences, and ideas are shared with class on due date. | (5 pts) | _____ |
| 12. Each member participates in the presentation and finds an interesting and stimulating way to present their information/viewpoint. | (5 pts) | _____ |
| 13. The written report is 8-12 pages in length and submitted for a grade immediately following the group presentation. | (5 pts) | _____ |

Total points possible for written portion of final project paper

(score to each team member): **(100 pts)** _____

Project Notebook of Each Team Member is Present, Complete, Comprehensive and Clearly Identified(individual score):

(75 pts) _____

Total points possible: **(175 pts)** _____

Reviewed Individual Presentation Score Average:

(25 pts) _____

Individual Assessment of Contribution to Team, Final Assignment Requirements and

Final Project Paper: **(25 pts)** _____

GRAND TOTAL of points possible: **(225 pts)** _____

Final Project: Evaluation Score Sheet for Peer Reviewed Presentation

Team Member: _____

Location: _____

Content:

Introduction: opening comments includes an overview of lessons learned through this assignment. (3 pts) _____

Coverage of items assigned: follows key aspects listed in syllabus; information presented is clear and concise; has effective involvement with audience members; definite closing; time left for questions. (10 pts) _____

Method of presentation: energetic, engaging, innovative, professionally formatted (4 pts) _____

Presenters:

Communication skills: voice clarity; grammar; audience eye contact; minimum use of nonverbal messages; poised; effective use of time; appropriate presentation pace. (5 pts) _____

Personal appearance: professional and appropriate attire. (3 pts) _____

Total score possible: (25 pts)

Individual's score: _____

**Contribution to Team, Final Assignment Requirements and Final Project Paper
INDIVIDUAL ASSESSMENT- 25 points**

Team Member: _____

Location: _____

Directions: Please rate your participation in the group process by circling the correct response to the following.

Required:

Attendance at three scheduled local government meetings.

Number of meetings personally attended: 1 2 3

Attendance at group strategy planning meetings.

My active participation was: 100% 50% Never

Written Portion of Final Project:

Recorded dates and details of what went on during township meetings as a way of contributing to the group's final paper was: Extensive Average Minimum Didn't take notes

My contribution to writing the final paper was: Extensive Average Minimum Zero

Points you believe you would have received for the final project (written) if this were not a group effort: 175 155 135 115 95

Points expected for the journal entries and notebook. 75 60 45 30 15