

NRES 383/583 – Organizational Leadership (3cr) Spring 2019

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Office Hours: Monday 1-3pm or as needed if you are on campus or by phone or Skype for Business is totally fine. E-mail is the best way to get in touch with me. I am more than willing to schedule time to talk with you after work hours up until 8pm.

Course Description

Principles and practices for leadership and administration of natural resource organizations and agencies. Consideration of organizational mission and outcomes, staff hiring and supervision, risk management, marketing, fundraising, budgeting, and site/facility management.

Course overview:

Readings, discussions, in class activities and service-learning projects in this course explore an overview of management principles and practices for planning/organization/administration of nature centers/youth camps/parks/similar organizations, management of day and residential facilities, analyzing issues of the master planning process, public relations, staff supervision, marketing techniques, fiscal and site management.

Learning Outcomes:

After completing this course, students will be able to:

- Set goals for their own leadership development within a variety of natural resource organizations including but not limited to a nature center, camp, park, land conservancy or other related organization
- Reflect on the strengths and weaknesses of leaders they have been involved with and assess their individual approach to leadership within an organization.
- Identify different types of nature centers, camps, parks or other natural resource organization they would like to work for, analyze mission statements, and collectively develop a department mission, purpose, and measurable outcomes.
- Articulate the value of visitor and volunteer management and how to integrate volunteers within the organization.
- Demonstrate understanding of the purpose of a Board of Directors and how staff leadership integrates with volunteers through this model.
- Create a departmental organizational structure intentionally designed around the mission and outcomes of the organization.
- Demonstrate a comprehensive knowledge of risk management planning and crisis intervention.
- Consider diversity and inclusion through all facets of organizational leadership.

- Develop a comprehensive organizational operating budget.
- Understand the steps in strategic planning and decision making
- Demonstrate skills related to recruitment, training, and evaluation of high quality staff.

Schedule:

See Course Schedule – separate Handout. This is also posted on Canvas.

Statement on Diversity and Inclusion

It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, culture, etc. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

In-Person Class Meetings

Full participation is expected for both class meetings and any assigned online discussions and group work (if assigned). We are scheduled to meet on the following dates at UWSP in CNR 271 Friday's from 9am-11:50am.

In person class meetings are critical and required for successful completion of this course. You will lose a full letter grade for each unexcused class absence. If you are unable to physically attend we may make accommodation for you to participate using telepresence IF AVAILABLE – you would only need to have access to the internet through your computer or Ipad and UNINTERRUPTED time for the full three hours each class period. Please contact me if you have a conflict.

Technology Guidelines

Cell phone usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. You shouldn't do it in an organizational meeting, you shouldn't do it in class. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments may require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of

student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.

Textbooks and Readings

Course related readings are provided in the required Text Rental, required handouts or materials placed on Canvas or electronic reserve.

1. *Director's Guide to Best Practices: Examples from the Nature and Environmental Learning Center Profession* by Normal Jeanne Byrd, printed by the Association of Nature Center Administrators. This text will be available as text rental from the university book store.
2. *Basic Camp Management: An Introduction to Camp Administration* by Armand and Beverly Ball printed by the American Camp Association.

Course Format:

Hybrid: Classroom instruction and on line (D2L)

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

ASSIGNMENTS AND ASSESSMENTS

The assignments and assessments for this course will be used to measure students' understanding of the content and topics covered and their ability to communicate that understanding verbally, process, and through writing. The assignments will also provide additional opportunities for learning about and synthesizing the topics covered in this course. My expectation is that each assignment is designed to be applicable to either your current work and/or future opportunities and not expected to be busy work for the sake of a credit or grade. Please approach your assignments in a way that is meaningful and helpful to you.

Assignments should be turned into the appropriate drop-box on Canvas on the due date. Assignments are expected to be professionally presented. Participants are responsible for the following:

1. Class attendance is required. We meet once a week, so missing one class is actually like missing 3 classes. If you are going to be out of class I expect you will let me know

BEFORE class begins. If I know you are going to be out, I may be able to record class and post it to Canvas for further review. It is your responsibility to check in with your department team for missed information and required assignments.

2. Ensuring that instructions for completing assignments are clearly understood. If necessary contact me for further clarification.
3. Seeking out support for completing assignments from colleagues or/and instructor BEFORE due date.
4. Completing the assignments in the required FORMAT defined by the instructor and/or guest lecturers.

Late Submissions are strongly discouraged but I get when life intervenes. Any assignment not handed in to Canvas on the due date will be considered late. Late assignments will be accepted with a penalty of 10% each day for each day (or part of a day) that the assignment is late.

Exceptions to this policy will be made only for extraordinary circumstances that are cleared with the instructor ahead of time or with documentation when advance notice is not possible (e.g. doctor's note).

Classroom Etiquette: Students are expected to exhibit proper classroom etiquette. Students that cause distractions to the class as a result of cell phone rings or alerts will be asked to leave. Please turn phones off or set to silent. Use of electronic devices will not be permitted during assessments except for any planned online assessments. Use of electronic devices for cheating or other academic misconduct is covered in the University Handbook and follows the same procedures for academic misconduct that occurs without the use of technology.

Newspapers and other non-class related reading materials should not be on desks, and students should not pack-up to leave until class has been dismissed. Leaving early constitutes a missed class. If you need to leave early, as a courtesy clear it with me first. Items that allow you to concentrate (i.e. knitting, stress balls, table toys, doodling on a notebook etc) are allowed and in some cases provided 😊 Whatever helps you be successful in class and not distracted or distracting is fine.

As part of your own learning process it is strongly recommended you take notes in class. There are things said in class that will not be covered in your textbooks or readings. Computers and tablets may be used for note-taking but are not to be used for social media, web surfing or other activities that are not related to the class during class times.

UWSP is a tobacco free environment. Please wait to use tobacco products, including smokeless tobacco (chew) until outside of class and off campus.

Assignments Detail

Organizations are designed (or should be) to account for both individual and team work approaches to tasks. For the duration of the semester you will be divided into department

teams that are part of the overall organization of the course. All assignments are designed to work synergistically individual to team, team to team, for the overall development and operation of the organization. I can't force you to DO any of the assignments HOWEVER recognize failure to do the work will reflect appropriately in your overall grade and may impact the overall performance of your team. In other words, you are accountable to your department team and the class in total. If you are struggling with something let me know, request a meeting of find me during office hours, and we can walk through assignments together.

Reading Reflections (Individual)

Reading reflections are required almost every week of class. The purpose is for you to demonstrate your understanding of the content, how you might apply it both in class and with future organizations, and questions you have about what you've read and how that may apply in the field. It is important that you read the content BEFORE class (hence the due dates for reflections are the day before class) so you can better understand the class assignments and tasks we'll be working on during class.

Department Mission, Purpose and Measurable Outcomes (Team)

Sustainable organizations articulate their mission and purpose well and with intentionality. Sustainable organizations further identify measurable outcomes that help guide them in the work they do. Teams must research 3 organizations that are similar to the department you want to create, review their mission and outcomes (if available), and write a recommendation for your departments mission, purpose, and outcomes. Be sure to connect and align this to the overall mission of the parent organization.

Department Development of Program/Project, Implementation and Evaluation Plan (Team). Leadership in organizations often involves managing programs and projects depending on your role and the organizations and departments mission. Teams will develop a program/project that addresses need of their identified target audience and meets the mission and purpose of your department.

Department Organizational Chart (Team)

As a department team, write an organizational chart including reporting lines, department structure, and justification for each position and how that role helps you accomplish the tasks and outcomes of your department, and ultimately the mission of the organization. The position descriptions you individually write should all be included on this chart. FYI, you can have more than one individual in a specific role (i.e. naturalists, customer service, maintenance crews etc).

Position Description for your Department (Individual)

Position descriptions are critical to provide a framework and parameters of the individuals who fill those roles (including you). These should be written for both staff AND volunteers. Working within your departments determine what positions are needed to help you complete the work your department is charged with. This assignment requires you write an individual position description for one of the identified roles in your department. Each person in your department should write a position description for a different role.

Conference Program Budget (Paired)

Based on the purpose of your department and the outcomes you have identified write a budget proposal for a new program that helps your department achieve its goals. You should include a brief narrative of how this proposed program helps meet your department outcomes and the overall mission of the parent organization. The budget section should identify at least two income streams to help support the program and meet expenses or allow for a net gain.

Department Fiscal Year Operating Budget (Team)

Develop a department fiscal year (January 1- December 31) operating budget. Operating budget should any anticipated income or expense lines that are needed to run your department. This includes personnel, equipment, program supplies, travel etc.

Recommended Plan to Enhance Diversity and Inclusion (Individual)

The National Park Service study we reviewed in class identifies some of the challenges for diverse populations participating in the outdoors or in natural environments. Further our own stereotypes can challenge visitor interactions with diverse populations. Write a proposal to your department supervisor and CEO of the parent organization, that makes recommendations to enhance diversity and inclusion efforts and reach a wider target audience.

Department Risk Management Plan (Team)

Develop a comprehensive risk management plan for your department that takes into consideration all facets of your program, logistics, personnel, visitors etc.

Final Group Presentations (Team)

In many organizations presentations are oftentimes given by a team. Utilizing all of your assignments your team will give a presentation to the rest of the organization that covers the following: Mission and Outcomes, Program Development, Organizational Structure, Fiscal Year Operating Budget, and Risk Management Plan.

GRADING

*unless otherwise noted all assignments should be uploaded to Canvas. Assignments are connected (i.e. your recommended program budget will feed your department budget) I will work to get you feedback in a timely manner. Expect assignments will be returned to you within 7-10 days of submission. If there is a delay in grading you will be notified.

PERFORMANCE TASK	WHO	DUE
Reading Reflections	Individual	Weekly see the Course Schedule for specific dates
Department purpose and measurable outcomes.	Dept. Team	2/15

Department program/project development, implementation, and evaluation	Dept. Team	3/1
Conference program budget	Paired	3/8
Department fiscal year operating budget	Dept. Team	3/15
Department risk management plan	Dept. Team	3/28
Recommended plan to enhance diversity and inclusion	Individual	4/19
Department organizational chart	Dept. Team	4/26
Position description for your department	Individual	4/26
FINAL GROUP PRESENTATIONS	Dept. Team	5/10

93-100%	= A
90-92%	= A-
87-89%	= B+
83-86%	= B
80-82%	= B-
77-79%	= C+
70-76%	= C
67-69%	= C-
64-66%	= D+
60-63%	= D
57-59%	= D-
0- 56%	= F

ADDITIONAL POLICIES AND EXPECTATIONS

My expectation is that by the end of the semester you will have a foundational knowledge of leadership in organizations. All assignments will have real world application. All students are expected to participate fully in this course. Questions and comments are expected practice (even if you disagree with me or another peer). While we have a specific structure and intended outcomes the course format is flexible, hands on and experiential at times. Attendance and participation is counted towards your final grade. See the assignments and grade section for details.

Attendance is expected. Participants in this course may have multiple roles and commitments to juggle. Apart from being a student, you may be an employee, a parent, a community leader, or a caregiver to a family member. To complete this course, you will need to plan your time to fit scheduled class sessions.

Each participant is responsible for informing the Instructor and/or Guest Lecturers about any absence ahead of time via email or voice mail message:

- explaining how missed class work or project will be prepared and completed
- be ready to complete missed work within a given time framework specified by the Instructor/s
- identifying what was missed and obtaining handouts or other learning materials distributed during the absence
- submitting DUE assignments or/and projects.

The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. **I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes.** Please refer to the Religious Beliefs Accommodation in this syllabus. Additionally, below are attendance guidelines as outlined by the UWSP registrar:

Attend all your classes regularly. We do not have a system of permitted "cuts."

If you decide to drop a class, please do so using AccessPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16-week term, I or a designated guest lecturer if I am not in class that day, will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

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If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu.

If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.

If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.

If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.

If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Campus Emergency Procedures

- In the event of a medical emergency call 911 or use a campus Red Emergency Phone.
- In the event of a Tornado Warning, proceed to the lowest level interior room without a window. Avoid wide-span rooms and buildings.
- In the event of a fire alarm, evacuate the building in a calm manner. Notify the instructor or emergency command personnel of any missing individuals.
- Active shooter – Run/escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet (turn phones to silent). Follow instructions of Emergency Responders.
- See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/mgt for details on all emergency responses at UW-Stevens Point.

Absences due to Military Service

You will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible

to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.

Religious Beliefs Accommodation

It is UW System policy to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form.

Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson	Contact your Advisor Directly. Maggie Beeber mbeeber@uwsp.edu John Gaffney	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Academic Honesty

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas

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- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).