I. Course

A. Catalog Description: Cr. 3 (3-0). Prerequisite: completion of foundation curriculum. Examines the key components for developing the effective practice of leadership in human service agencies and programs. Focuses on leadership for administrative practice.

B. Purpose: This course focuses on leadership theories and practices in a multicultural context from a social work perspective. The course explicitly aims to prepare students for effective leadership practice in a variety of settings, including nonprofit, government, for-profit, community-based, political, national, and international organizations. As a practice class, substantial emphasis is placed on strength-focused assessment of one’s own and others’ leadership styles and increasing one’s practice skills in a team context based on a firm grounding in theoretical and evidence-based conceptual frameworks.

II. Course Objectives

Upon completion of this course, students will be able to demonstrate the following competencies:

1. Integrate multiple theories and evidence-based conceptual frameworks of leadership;

2. Identify, analyze, and critique various styles of leadership using a multicultural perspective;

3. Identify principles and strategies for effective decision-making, facilitation, and organizational governance;

4. Demonstrate communication, consultative, advocacy, and culturally competent skills for establishing and sustaining collaborations with staff, board, clients, community, and other external constituencies;
5. Demonstrate leadership skills for promoting progressive social change and empowering individuals, agencies, and communities using various change strategies such as advocacy, persuasion, consensus-building, community-building, and leveraging power resources.

6. Demonstrate an understanding of how to develop, support and utilize teams comprised of diverse members with varying power resources;

7. Identify and analyze the impact of social work values and ethics as they relate to the practice of leadership; and

8. Identify and evaluate one’s own preferred leadership style, and an increased ability to flex this style as appropriate for the situation.

9. Demonstrate the ability to evaluate their personal effectiveness as leaders.

III. Course Content

This course will include the following topical (content) areas:

- **Introduction to Leadership and Conscious Change**
  - Understanding social work leadership in human services organizations
  - History of leadership theory
  - Leadership and teams
  - Team leadership skills and practices

- **Leadership Challenges**
  - Organizational trauma and stress
  - Power, hierarchy, and rankism
  - Diversity and discrimination
  - Self-limiting beliefs & self-sabotaging behaviors

- **Effective Leadership Practices (Reframing Change Model)**
  - Testing Assumptions
  - Clearing Emotions
  - Building Effective Relationships
  - Bridging Differences
  - Conscious Use of Self
  - Initiating Workplace Change

IV. Course Structure

The course will be taught as a seminar using required readings and self-assessments, lectures, experiential exercises, individual learning goals, and small group leadership projects. Maximum student participation is encouraged. Guest lecturers will augment course content.
<table>
<thead>
<tr>
<th>Class Segment</th>
<th>Length of Time</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check-In</td>
<td>10 min</td>
<td>Students check in with brief descriptions of their levels of feeling and focus.</td>
</tr>
<tr>
<td>Monitoring Current Trends for Perspective Taking</td>
<td>30 min</td>
<td>Students discuss current trends, ethical issues, sociopolitical forces, and infrastructures influencing marginalized communities. Stories and data are gathered from surveys of local, regional, state, and national/international newspapers. Students explore and report out different perspectives on issues and trends.</td>
</tr>
<tr>
<td>Topical Discussion</td>
<td>60-90 min</td>
<td>Professor(s) and guest lecturers speak on dynamics of leadership. Students will be prepared to discuss weekly readings from Reframing Change and supplemental readings.</td>
</tr>
<tr>
<td>Break</td>
<td>10-15 min</td>
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</tr>
<tr>
<td>Leadership Skills Development Lab</td>
<td>~30 min</td>
<td>Students are presented with a case study and will work within their group to develop, practice, and process their leadership skills.</td>
</tr>
<tr>
<td>Group Work</td>
<td>~30 min</td>
<td>Students work towards the Leadership Project within their designated group.</td>
</tr>
<tr>
<td>Next Steps</td>
<td>1-3 min</td>
<td>Brief overview of the class and establish expectations for upcoming week</td>
</tr>
<tr>
<td>Check-Out</td>
<td>10 min</td>
<td>Students check out with brief descriptions of their levels of feeling and focus.</td>
</tr>
</tbody>
</table>

**V. Textbooks**

**Required.**  
VI. Course Requirements

A. Reading assignments: Readings and other class materials are assigned for each week. These are listed at the end of this syllabus and are available on Blackboard. You are expected to complete the readings for each week prior to class.

B. Written assignments

Monitoring Current Trends
Monitoring Current Trends is a powerful process that encourages students to strengthen their critical thinking, perspective taking, and inclusion skills. The world has enough problem focused discussions wherein positions are reinforced and the opposite perspectives are vilified. Therefore, monitoring current trends process is designed to help students clarify their own perspectives and increase their respect and understanding of different and opposing views. Students will identify key social issues in the community/world that hold significance for them. They will track the activity related to these issues, and develop the ability to articulate opposing perspectives with respect and understanding.

Each week, students can group around similar issues and help each other understand and respect different perspectives. Each one, one group will be called on to discuss their process.

Students will submit 6 written monitoring current trends progress reports throughout the semester. Recommended format will be provided during class.

Leadership Development Project

Leading others in a way that elicits respect, engagement, and follow-through is greatly enhanced when one is skilled in leading his/her own life. It has been said in different ways and by many great leaders that if you want to change the world, first change yourself. The opportunity of this course is for students to succeed in making a significant change in their lives and how they engage with others. They will use Reframing Change skills and their peer groups for support and coaching. They will identify what works for them, what does not, and how they can best continue moving forward as leaders in their lives and with their organizations.

Process 1 – You will be assigned to a group by the instructor. This process maximizes the opportunity for the development of leadership skills as the group moves toward project implementation.
Process 2 – **Develop a group identity and maintain cohesion.** This process involves discovery through leadership skills assessments, peer empowerment, facilitation, and building trust. Essentially, this is intended to be a safe place for you to test your leadership abilities that you learn in the Reframing Change framework (e.g. Testing Assumptions, Clearing Emotions, Building Effective Relationships, Bridging Differences, Conscious Use of Self, and Initiating Change). Collectively you will develop one vision statement, **2 group learning goals** and **2 individual learning goals. Note: one of your individual goals is focused on yourself and the other is focused on your engagement with others.** These goals are tied into the course objectives. My expectation is that you coach each other toward exceeding these goals throughout the semester.

- **Group Report #1:** Submit one report with the group name, vision statement, group goals, and individual learning goals.
- **Due date:** Friday, Feb. 6th 11:59pm.

Process 3 – After 4 weeks of working individually and with your group, each group will submit a progress report.

- **Group Report #2:** Submit a progress report that reflects how the group is moving toward its vision, group and individual goals. Identify how you are applying the skills and identify outcomes and learning. Additionally, identify how insights from the reading assignments are helping you with your goals. This is also an opportunity for team members to renegotiate learning goals, if necessary.
- **Due date:** Friday, March 6th 11:59pm.

Process 4 – After 4 more weeks of working individually and with your group, each group will submit a 2nd progress report.

- **Group Report #3:** Submit another progress report that reflects how the group is moving toward its vision, group and individual goals. Identify how you are applying the skills and identify outcomes and learning. Additionally, identify how insights from the reading assignments are helping you with your goals.
- **Due date:** Friday, April 10th 11:59pm.

Process 5 – Your group will make a formal oral presentation of your leadership development and the final project at the end of the semester to an audience of community partners. Presentation will be backed up by written documentation.

- **Group Report #4:** Submit final report, including the 360 assessment of the overall team function, group evaluation of each group member, and
each members’ leadership goal achievements. Note: the group evaluation of each group member will count heavily for the final grade.

- Due date: Tuesday, May 7th during regular class hours.

VII. Evaluation & Grading

Your calculated grade will be allocated on a 100 point scale.

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring Current Trends</td>
<td>20 pts</td>
</tr>
<tr>
<td>Classroom Presence</td>
<td>15 pts</td>
</tr>
<tr>
<td>Group Report #1</td>
<td>5 pts</td>
</tr>
<tr>
<td>Group Report #2</td>
<td>7 pts</td>
</tr>
<tr>
<td>Group Report #3</td>
<td>8 pts</td>
</tr>
<tr>
<td>Group Report #4</td>
<td>20 pts</td>
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<tr>
<td>Presentation</td>
<td>25 pts</td>
</tr>
</tbody>
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100 pts

Letter grades will be assigned as follows:

A  = 96-100% of the points
A- = 92-95.9%
B+ = 88-91.9%
B  = 84-87.9%
B- = 80-83.9%
C+ = 76-79.9%
C  = 72-75.9%
C- = 68-71.9%
D  = 64-67.9%
F  = Below 64%

Policy on grades of I (Incomplete): Incompletes will be given in cases of medical emergencies and in accordance with College and University policy. The policy states in part as follows: "the grade of I (incomplete) is a conditional and temporary grade given when students are passing a course but, for reasons beyond their control, have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination as scheduled." (see http://www.uh.edu/grad_catalog/gsw/gsw_policies.html). Please do not request an incomplete because you want to do a more thorough job on one of your assignments. That reason is not consistent with the College's policy.

Class contribution will be assessed based on the following:

After the composite grade has been computed, a bonus of up to 5 pts may be given for those students who make an exceptional contribution to the class. Obviously, in order to be eligible for the class contribution bonus, one must have an exemplary attendance record. For example, if a student’s composite letter grade is B+, the class contribution bonus may raise the student's final grade to A-.
The decision to award a class contribution bonus will be based on the answer to this question, "Did this student advance the learning which occurred in the class to an exceptional extent?" Assessment of the student’s contribution will be based primarily on the following:

a. airs concerns and difficulties in an open, solution-oriented manner;
b. assumes personal responsibility for completing the readings prior to class;
c. promotes a learning environment
e. provides insightful commentary on the readings or the class;
f. listens well/brings out others;
g. verbally participates;
h. attends class regularly
i. takes risks (e.g., answers difficult questions, takes unpopular stances, tries out new behaviors)

Final course grade. The final course grade will be the composite grade plus the class contribution bonus, if awarded. Since every assignment is seen as an important part of your learning in the course, a minimum grade of “C” is required in each assignment to pass the course.

VIII. Consultation
The Adjunct Faculty Office is Room 200. I can meet with you by appointment only prior to class time. Allow for at least one week in advance to schedule an appointment.

IX. Modifications to Syllabus. The purpose of this syllabus is to provide an overview of the objectives and requirements of the course. Any portion of this syllabus or attachments is subject to modification by the instructor according to the learning needs of the class. All modifications will be discussed in class or disseminated by e-mail prior to their implementation.

X. Bibliography. See required and optional readings in the attached class schedule.


   - Read this overview of systems diagramming: http://www.systems-thinking.org/intst/int.htm
   - Read: Newt’s zoo: http://www.systems-thinking.org/theWay/ssb/ssb01.htm
   - See if you can figure out this diagram: http://www.systems-thinking.org/theWay/sff/ffx03.htm
   - Then try this one: http://www.systems-thinking.org/theWay/sad/adx01.htm
   - System Archetypes (overview):
     - http://www.systems-thinking.org/arch/arch.htm
     - http://www.systems-thinking.org/theWay/theWay.htm
   - Shifting the burden
   - Newt’s zoo: http://www.systems-thinking.org/theWay/ssb/ssb01.htm
   - Addiction: http://www.systems-thinking.org/theWay/sad/ad.htm
   - Fixes that fail.
     - http://www.systems-thinking.org/theWay/sff/ffx03.htm
     - NOTE: Most of the above readings are only 1-2 pages.


**Addendum.** Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.