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 as Leader
  - Initiating Workplace Change

- **Social Change**
  - Informal Roles of Social Change Agents
  - How minor actions can yield significant changes
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>15 min</td>
<td>Students are expected to be on time and conduct themselves professionally. Students check in with brief descriptions of their levels of feeling and focus.</td>
</tr>
<tr>
<td>Reflections from previous class</td>
<td>60 min</td>
<td>Professor(s) and guest lecturers speak on dynamics of leadership. Students will be prepared to discuss weekly readings from <em>Reframing Change</em>, <em>Leadership and Self-Deception</em>, <em>Presence – Bringing your boldest self to your biggest challenges</em>, and supplemental readings.</td>
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<tr>
<td>Topical Discussion</td>
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<tr>
<td>Break</td>
<td>10 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>Leadership Skills Development Lab</td>
<td>40 min</td>
<td>Students work towards the Leadership Project within their designated group.</td>
</tr>
<tr>
<td>Group Work</td>
<td>40 min</td>
<td>Students work towards the Leadership Project within their designated group.</td>
</tr>
<tr>
<td>Next Steps</td>
<td>5 min</td>
<td>Brief overview of the class and establish expectations for upcoming week.</td>
</tr>
<tr>
<td>Check-Out</td>
<td>5 min</td>
<td>Students check out with brief descriptions of their levels of feeling and focus.</td>
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</tbody>
</table>

V. Textbooks

**Required.**

Leadership and Self-Deception, by The Arbinger Institute, published by Berrett-Koehler Publishers


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.

Although some of the readings will be optional, a complete reading of the three textbooks is required. (1) **Reframing change.** How to deal with workplace dynamics, influence others, and bring people together to initiate positive change. (2) **Leadership and Self-Deception.** (3) **Presence – Bringing your boldest self to your biggest challenges.**

B. **Written assignments**

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Focus/Activity</th>
<th>Written Assignment Due</th>
<th>Reading Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/18</td>
<td>Overview Individual goal setting</td>
<td>Individual presentation – executive summary [#1]</td>
<td>Presence. Pp 1-170</td>
</tr>
<tr>
<td>3</td>
<td>2/1</td>
<td>Individual presentations</td>
<td></td>
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<tr>
<td>4</td>
<td>2/8</td>
<td>Organize groups Assign objectives to groups</td>
<td>Name, author, and focus of biography [#2] (Complete ARC assessment)</td>
<td>Leadership and Self-Deception – whole book</td>
</tr>
<tr>
<td>5</td>
<td>2/15</td>
<td>Case study - Energy company culture change</td>
<td>Group reports from 2/8 work [#3]</td>
<td>Course objectives assigned to groups</td>
</tr>
<tr>
<td>#</td>
<td>Date</td>
<td>Focus/Activity</td>
<td>Written Assignment Due</td>
<td>Reading Assignment Due</td>
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<tr>
<td>6</td>
<td>2/22</td>
<td>Group presentations on culture change</td>
<td>Group reports from 2/15 discussion [#4]</td>
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<tr>
<td>7</td>
<td>3/1</td>
<td>ARC assessment with Dr. J. K. Latting</td>
<td>Reframing Change – Chapters 1 + 2</td>
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<tr>
<td>8</td>
<td>3/8</td>
<td>Emotional intel With Dr. G. A. Flinn</td>
<td>ARC insights as applied to goal [#5]</td>
<td>Reframing Change – Chapter 3</td>
</tr>
<tr>
<td>9</td>
<td>3/15</td>
<td>Feedback</td>
<td>Use of sentence stems and commitment to practice [#6]</td>
<td>Reframing Change – Chapter 4</td>
</tr>
<tr>
<td>10</td>
<td>3/29</td>
<td>Intercultural sensitivity With Tim Skaggs</td>
<td>Reframing Change – Chapter 5</td>
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</tr>
<tr>
<td>11</td>
<td>4/5</td>
<td>Biography presentations</td>
<td>Cultural analysis of self re 3/29 class [#7] Biography [#8]</td>
<td>Reframing Change – Chapters 6 + 7</td>
</tr>
<tr>
<td>12</td>
<td>4/12</td>
<td>Biography presentations</td>
<td>Reframing Change – Chapter 8</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4/29</td>
<td>The Other presentations</td>
<td>The Other [#9]</td>
<td></td>
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<tr>
<td>14</td>
<td>4/26</td>
<td>The Other presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>5/3</td>
<td>Final Group Presentations</td>
<td>Final group report including individual experiences of group and goals [#10]</td>
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</tbody>
</table>

**Content of Written Assignments**

<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Written Assignment Due</th>
<th>To include in written assignment</th>
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</thead>
<tbody>
<tr>
<td>Class #</td>
<td>Date</td>
<td>Written Assignment Due</td>
<td>To include in written assignment</td>
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</table>
| 4      | 2/8   | Name, author, and focus of biography [#2] | Identify Biography  
Name of the leader  
Name of the book and author  
Date of publication  
Why this leader? |
| 5      | 2/15  | Group reports from 2/8 work [#3] | First Group Report  
Name of group  
Names of group members  
Individual goals of members  
Plan to apply precepts from Leadership and Self-Deception  
Plan for meeting between class |
| 6      | 2/22  | Group reports from 2/15 discussion [#4] | Culture Change analysis through SW lens  
(to be discussed in class) |
| 8      | 3/8   | ARC insights as applied to goal [#5] | Application of ARC Assessment  
Scores you agree with  
Scores that surprised you  
At least one score you will focus on  
Your plan for development re the one score |
| 9      | 3/15  | Use of sentence stems and commitment to practice [#6] | Sentence Stems  
How many times you used the process  
Your experience with the process  
Any surprises? Insights?  
Your plan for increasing emotional intel |
| 11     | 4/5   | Cultural analysis of self re 3/29 class [#7]  
Biography [#8] | #7 Cultural Analysis of Self  
Using categories covered in class, analysis how to some extent you are a product of your culture.  
#8 Biography  
The focus of the biography  
Why you chose the leader and the book  
What surprised you?  
Parallels between yourself and the leader  
Relevance to Social Work  
How you plan to apply insights to your own development |
<p>| 13     | 4/29  | The Other [#9] | The Other |</p>
<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Written Assignment Due</th>
<th>To include in written assignment</th>
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<tr>
<td></td>
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<td></td>
<td>The group your focused on</td>
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<td></td>
<td>How you conducted your research</td>
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<td></td>
<td></td>
<td></td>
<td>What you learned about yourself</td>
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<td></td>
<td></td>
<td></td>
<td>What you learned about the Other</td>
</tr>
<tr>
<td></td>
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<td>What surprised you</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>How you plan to apply your research and insights to your work</td>
</tr>
<tr>
<td>15</td>
<td>5/3</td>
<td>Final group report including individual experiences of group and goals [#10]</td>
<td>Final Group Report</td>
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<tr>
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<td></td>
<td>What challenges did the group face?</td>
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<td>What successes did the group have?</td>
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<td>How did each individual work with the group to attain their individual goals and support others?</td>
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<td></td>
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<td>What made the group effective or ineffective?</td>
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</tbody>
</table>

Format for Written Assignments

- **Executive Summary** Format
  - 1" margins
  - 1 ½ line spacing
  - Calibri 11 – Font and Size
  - Left Justified
  - **No more than 1 page for individual assignments**
  - **Group reports can be two pages if necessary**
  - Can combine sentences and bullet points
    - Bullet points should follow parallel construction
  - File name to follow the following format
    - Number or letter of assignment – last name – first name.docx
    - Examples
      - 1-Webster-Daniel.docx
      - 3-Group-Champs.docx
  - File name should also be the title – In bold. Left Justified on top line.
  - Assignment are due on the Thursday stated in the syllabus.
  - Submit electronic copy and bring hard copy to class.

VII. Evaluation & Grading
Your calculated grade will be allocated on a 100 point scale.

Classroom Participation 20 pts
Class Evaluations 15 pts
Follows instructions re written assignments 5 pts
#1 Individual Presentation 6 pts
# 2 Identify Biography 0 pts
# 3 Group report – Group organization 6 pts
# 4 Group report – Case study-culture change 6 pts
# 5 ARC insights and application to goal 6 pts
# 6 Emotional clearing practices 6 pts
# 7 Cultural Analysis of Self 6 pts
# 8 Biography 7 pts
# 9 The Other 7 pts
# 10 Final Presentation 10 pts

100 pts

Letter grades will be assigned as follows:

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

VIII. Policy on grades of I (Incomplete):

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either (a) passing a course or (b) still have a reasonable chance of passing in the judgment of the instructor but, for non-academic 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. Students must contact the instructor of the course in which they receive an “I” grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work completed in the course. The grade of "I" may not be changed to a grade of W.
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 5pts 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

d. provides insightful commentary on the readings or the class;

e. listens well/brings out others;

f. 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.

**IX. Policy on academic dishonesty and plagiarism**

Please click the link below for the full explanation of the Academic Honesty policy and procedure

Policy: [http://www.uh.edu/provost/policies/honesty/_documents-
honesty/academic-honesty-policy.pdf](http://www.uh.edu/provost/policies/honesty/_documents-
honesty/academic-honesty-policy.pdf)

Definitions:

“Academic dishonesty” means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at the University of Houston or by a course instructor to fulfill any and all academic requirements. Academic dishonesty includes but is not limited to, the following:
Plagiarism

a. Representing as one's own work the work of another without acknowledging the source (plagiarism). Plagiarism includes copying verbatim text from the literature, whether printed or electronic, in all assignments including field.

Cheating and Unauthorized Group Work

b. Openly cheating in an examination, as copying from another's paper; c. Being able to view during an examination, quiz or any in-class assignment an electronic device that allows communication with another person, access to unauthorized material, access to the internet, or the ability to capture an image, unless expressly permitted by the instructor;
d. Using and/or possessing "crib notes," as unauthorized use of notes or the like to aid in answering questions during an examination;
e. Giving or receiving unauthorized aid during an examination, such as trading examinations, whispering answers, and passing notes, and using electronic devices to transmit or receive information;
f. Securing another to take a test in the student's place. Both the student taking the test for another and the student registered in the course are at fault;

Fabrication, Falsification, and Misrepresentation

g. Changing answers or grades on a test that has been returned to a student in an attempt to claim instructor error;
h. Using another's laboratory results as one's own, whether with or without the permission of the owner;
i. Falsifying results in laboratory experiments;
j. Misrepresenting academic records or achievements as they pertain to course prerequisites or corequisites for the purpose of enrolling or remaining in a course for which one is not eligible;
k. Representing oneself as a person who has earned a degree without having earned that particular degree

Stealing and Abuse of Academic Materials

l. Stealing, as theft of tests or grade books, from faculty offices or elsewhere, or knowingly using stolen tests or materials in satisfaction of exams, papers, or other assignments; this includes the removal of items posted for use by the students;
m. Mutilating or stealing library materials; misshelving materials with the intent to reduce accessibility to other students;

Complicity in Academic Dishonesty

n. Failing to report to the instructor or departmental hearing officer an incident which the student believes to be a violation of the academic honesty policy;

Academic Misconduct

o. Any other conduct which a reasonable person in the same or similar circumstances would recognize as dishonest or improper in an academic setting.

Process:

Students shall have the responsibility of reporting incidents of alleged academic dishonesty to the instructor of record involved or to the appropriate authority if the alleged act is not associated with a specific class within 5 class days of the incident. Faculty or instructor of record shall have the responsibility of reporting incidents of alleged academic dishonesty through their college hearing officer within 5 class days of the incident. The faculty should include the recommended sanction in the report. The college hearing officer will notify the student of the report and recommended sanction. The student can accept the sanction and waive a hearing or request a college hearing. A hearing shall be set within 10 days and would be consist of two faculty and three students chosen by the hearing officer.

X. Course Schedule and Reading Assignments (see above)
Includes class meeting dates and class assignments with due dates. Informs students when class meets, breaks, and when assignments are due for the entire semester.

**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.

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


XII. **Americans with Disabilities Statement**

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact the UH Center for Disabilities at 713-743-5400.

XIII. **Counseling and Psychological Services**

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS ([www.uh.edu/caps](http://www.uh.edu/caps)) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. Also, there is no appointment necessary for the “Let's Talk” program, which is a drop-in consultation service at convenient locations and hours around campus. [http://www.uh.edu/caps/outreach/lets_talk.html](http://www.uh.edu/caps/outreach/lets_talk.html).

XIV. **Addendum.**

Students are expected to check Blackboard each Tuesday before class for any additional information for the class.

Changes or modifications will be posted by midnight on the Monday before each Thursday class – if necessary.