



COURSE TITLE/SECTION: SOCW 7334/17855 Dynamics of Leadership

TIME: Tuesday 1:00pm-4:00pm

FACULTY: Larry Eugene Hill, Jr. Ph.D **OFFICE HOURS:** By Appt.

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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.

Course Structure		
Class Segment	Length of Time	Brief Description
Monitoring Current Trends for Solutions	15-20 min	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.
Topical Discussion	60-90 min	Professor(s) speak on dynamics of leadership. Students will be prepared to discuss weekly readings from Reframing Change and supplemental readings.
Break	10-15 min	
Leadership Skills Development Lab	~30 min	Students are presented with a case study and will work within their group to develop, practice, and process their leadership skills.
Group Work	~30 min	Students work towards the Leadership Project within their designated group.
Wrap-Up	1-3 min	Brief overview of the class and establish expectations for upcoming week

V. Textbooks

Required.

Latting, J. & Ramsey, J. (2009). Reframing change. How to deal with workplace dynamics, influence others, and bring people together to initiate positive change. Praeger. Santa Barbara, CA.

VI. Course Requirements

This section should identify the course assignments, including written assignments, projects, and exams, as well as due dates. It is suggested that any stipulations regarding late submissions be included here.

- 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 brief yet powerful process that encourages students to strengthen their solution-making skills. The world has enough problem-focused discussions. Therefore, the monitoring current trends process is designed to move the individual and group from stubborn problematic social issues into solution-focused discussions. Effective social change agents have a habit of monitoring current social trends with the express purpose of staying ahead of the issues. This is done by reading items themselves or being briefed by their staff. MCT will help students develop this habit.

Students will submit up to **10 monitoring current trends** assignments throughout the semester; only one submission per class. Students will informally present their assignment in the beginning of class. See appendix for more detailed instructions.

Leadership Development Project

The mission of the University of Houston is to provide “is to offer nationally competitive and internationally recognized opportunities for learning, discovery and engagement to a diverse population of students in a real-world setting. The University of Houston offers a full range of degree programs at the baccalaureate, master's, doctoral and professional levels and pursues a broad agenda of research and creative activities. As a knowledge resource to the public, the university builds partnerships with other educational institutions, community organizations, government agencies, and the private sector to serve the region and impact the world.” Building on our institutional mission your assignment will align your course work with real-world opportunities. Your leadership project will last throughout the semester and builds on our UH Community Advancement initiatives. Your group will demonstrate leadership skills in moving a *Tier One Community Engagement* project from **idea to implementation** by the end of the semester.

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 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, Initiating Change). Collectively you will develop **one** vision statement, **2 group learning goals** and **2 individual learning goals**. 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 – **Co-lead a community engagement project.** The group will be assigned a Tier One Community Engagement project by the instructor. Over the course of the semester your group will lead an effort to **mobilize resources** and **volunteers** to fully execute a co-created plan. Your partner may include nonprofit, government, for-profit, community-based, political, national, and/or international organizations. Your work with the partner(s) will provide leadership development opportunities as you interact with the external partner and your group.

- Group Report #2: Submit one mid-term progress report that reflects how the group is moving toward its vision, group and individual goals. This is also an opportunity for team members to renegotiate learning goals, if necessary.
- Due date: Friday, March 20th 11:59pm.

Process 4 – Your group will make a formal presentation of your leadership development and the final project at the end of the semester to an audience of community partners.

- Group Report #3: Submit final report, including the 360 assessment of the overall team function and each members' leadership goal achievement.
- Due date: Tuesday, May 5th during regular class hours.

VII. Evaluation and Grading

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

Monitoring Current Trends	10pts
Group Report #1	20pts
Group Report #2	20pts
Group Report #3	25pts
Presentation	25pts

100pts

The following standard grading scale has been adopted for all courses taught in the college.

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%
B- = 80-83.9%

D = 64-67.9%
F = Below 64%

VIII. **Class Contribution**

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;
- g. attends class regularly
- h. 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. **Consultation**

My office is in Room 406; office hours are immediately after class. Appointments are highly recommended.

X. **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. **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**.

XII. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

XIII. Course Schedule and Reading Assignments

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.

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

- Bloom MD, S. L. (2006). *Human service systems and organizational stress: Thinking & feeling our way out of existing organizational dilemmas* [Electronic Version].
- Bowen, F., & Blackmon, K. (2003). Spirals of silence: The dynamic effects of diversity on organizational voice. *Journal of Management Studies*, 40(6), 1393-1417.
- Boyatzis, R., & McKee, A. (2006). Intentional change. *Journal of Organizational Excellence*, 25(3), 49-60.
- Creed, W. E. D. (2003). Voice lessons: Tempered radicalism and the use of voice and silence. *Journal of Management Studies*, 40(6), 1503-1536. [Career experiences of gay and lesbian Protestant ministers]
- Eagly, A. H. (2007). Female leadership advantage and disadvantage: Resolving the contradictions. *Psychology of Women Quarterly*, 31(1), 1-12.
- Fieldstone Alliance, (2006). Capacity building defined and demystified. *Tools you can use* Retrieved 8/20/08, 2008, from http://www.fieldstonealliance.org/client/tools_you_can_use/06-20-06_cap_bldg.cfm
- Foldy, E. G., Goldman, L., & Ospina, S. (forthcoming). Sensegiving and the role of cognitive shifts in the work of leadership [Electronic Version]. *Leadership Quarterly*. Retrieved 8/20/08 from <http://wagner.nyu.edu/faculty/files/foldySensegiving.pdf>
- Grewal, D., & Salovey, P. (2005). Feeling Smart: The Science of Emotional Intelligence. *American Scientist*, 93(4), 330-339.
- Jaques, E. (1990). In praise of hierarchy. *Harvard Business Review*, 68(1), 127-133.
- Latting & Ramsey, Latting, J. K., & Ramsey, V. J. (In Press). *Reframing change: How to deal with workplace dynamics, influence others, and bring people together to initiate positive change*. Westport CT: Praeger Publishers. Chapter 1, Matt's Story.
- Loehr, J., & Schwartz, T. (2001). The making of a corporate athlete. *Harvard Business Review*, 79(1), 120-128.
- McMorland, J. (2005). Are you big enough for your job? Is your job big enough for you? Exploring Levels of Work in organisations. *University of Auckland Business Review*, 7(2), 75-83.

Molloy, J. (1999). Managing for underperformance: The “set-up-to-fail” syndrome. *The Systems Thinking*, 10(10), 10. www.pegasus.com

Oshry, B. (2003, 11/19/03). Managing in the middle. *The Management Forum Series*. Retrieved 3/13/09, 2009, from http://www.executiveforum.com/PDFs/oshry_synopsis.pdf

Roberson, L., & Kulik, C. T. (2007). Stereotype threat at work. *Academy of Management Perspectives*, 21(2), 24-40.

Sherwood, B. (2009). What it takes to survive, *Newsweek* (Vol. 153, pp. 50-53): Newsweek.

Smith, K. K. (2002). Violence is the language of the unheard, *Journal of Applied Behavioral Science* (Vol. 38, pp. 6): NTL Institute for Behavioral Sciences.

System Archetypes - <http://www.systems-thinking.org>

XV. Americans with Disabilities Statement

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. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with Disabilities.