Course Description

For many of you, this will be one of your last PPPM classes. While this class is not a capstone for your undergraduate experience, it is an opportunity to bring together three of the guiding principles of our school: practice (experiential learning), leadership and change.

Leadership is not just reserved for people who are in formal leadership positions, be they elected officials or people in upper-level management. We all have opportunities to take leadership roles in our lives, both formally and informally, and we need the skills and abilities to take advantage of those informal opportunities if we want to affect change.

Many academic disciplines study the root causes of society’s challenges. In PPPM, we acknowledge those challenges, but focus on action – on making the changes that need to happen to improve our world.

This class will focus on increasing your understanding of leadership, on identifying and developing your leadership traits, and increasing your skills to lead and be the change agent you want to be.

Learning Outcomes

This class will expose you to the concepts, issues, and skills common to people who are leaders and agents of change. I’m not going to teach any one leadership theory, but I will help you figure out the approaches that fit you and your personality. I will also introduce leadership skills, but it will depend on you whether you really engage the material and learn from it. Upon successful completion of this course, students will:
1. Understand their own strengths as leaders.
2. Understand the principles of leadership and the approaches that leaders can take to address change.
3. Understand the basis of bias and privilege, and the diversity of people and their experiences, to become better leaders.
4. Improve their communication and presentation skills in support of their leadership development.
5. Gain knowledge of, practice, and improve their facilitation skills.
6. Implement a change process as a team that relies upon the new knowledge and skills developed in this class.

Teaching Philosophy

I subscribe to two models of learning that guide my classroom instruction. The first, constructivism (Duffy and Jonassen, 1992), believes that people construct their own understanding and knowledge of the world by experiencing things and reflecting on those experiences. New knowledge builds upon our previous ideas and experience. Ideally, learning happens in collaboration with others.

The second model, experiential learning (Kolb, 1984), supports students in applying the knowledge and conceptual understanding gained in the classroom to real-world problems or situations. Experience (including mistakes) provides the basis for the learning activities. Adults are most interested in learning that has immediate relevance and impact to their career or personal life, and their learning is problem-centered rather than content-oriented.

Textbook and Course Materials


Additional readings available at http://canvas.uoregon.edu. REQUIRED

Grading

This class is offered on either a graded or pass/no pass basis. Your grade will be determined based on the following:

1. Attendance and participation 10%
2. Passion presentation 5%
3. Leader profile paper 10%
4. Leader profile presentation 5%
5. Chapter quizzes 10%
6. Reflection papers 25%
7. Team presentation 15%
8. Change project 20%
9. TOTAL 100%
Due to the complicated nature of grading this course (e.g., mix of team and individual assignments), cumulative grades shown in Canvas may not be accurate.

**Course Website**

The course website is located on the University’s Canvas system (https://canvas.uoregon.edu). The class syllabus, announcements, and other materials will be posted on the Canvas site. Please check the course website frequently for updates. In addition, make sure that the UO Registrar has your correct email address. I will use this email address to communicate with you.

**Disabilities**

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 541.346.1155 or uoaec@uoregon.edu.

**Inclusion Statement**

The College of Design is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head.

**Diversity**

The University of Oregon values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community. This course is committed to upholding this principle by encouraging the exploration, engagement, and expression of different perspectives and diverse identities. We will value each class member’s experiences and contributions, and communicate disagreements respectfully. Please notify me if you feel aspects of the course undermine these principles. For additional resources, you are also encouraged to contact the following campus services:

- Division of Equity and Inclusion: 1 Johnson Hall or 541.346.3175 or http://inclusion.uoregon.edu/
- Center on Diversity and Community: 54 Susan Campbell Hall or 541.346.3212 or http://codac.uoregon.edu/
- Bias Response Team: 164 Oregon Hall or brt@uoregon.edu or http://bias.uoregon.edu
Title IX and a Safe Learning Environment

The University of Oregon is committed to ensuring that all students have access to a quality learning experience and the opportunity to pursue their academic goals in a safe, supportive learning environment. Any form of sexual harassment or sexual assault that interferes with a student’s ability to be an engaged learner is contrary to the community values of the institution.

Sexual harassment is a form of discrimination on the basis of sex. The University of Oregon does not tolerate discrimination on the basis of sex—this includes sexual harassment, sexual assault, dating and domestic violence, gender-based stalking and bullying, and other forms of harassment.

Questions regarding Title IX may be referred to the University of Oregon’s Title IX Coordinator titleixcoordinator@uoregon.edu or to Office of Civil Rights ocr.seattle@ed.gov.

The University Health Center and University Counseling and Testing Center can provide assistance and they have a greater ability to work confidentially with students.

Center for Multicultural Academic Excellence

The CMAE is a place where students are empowered, engaged, and nurtured for success. Their vision is to build and empower an inclusive and diverse community of scholars who exemplify academic excellence and inspire positive change. CMAE’s mission is to promote student retention and persistence for historically underrepresented and underserved populations. They develop and implement programs and services that support retention, academic excellence, and success at the UO and beyond. Call 541.346.3479, email cmae@uoregon.edu, or visit Suites 164 and 165 in Oregon Hall.

Late Assignment Policy

If you are unable to make it to class on the day an assignment is due, you may post to Canvas or email your assignment to the instructor prior to the class time and date that assignment is due. Late assignments may receive only partial credit. If an answer key is posted to the website, however, no late homework assignments are accepted (no credit).

Incomplete Policy

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

Academic Misconduct

You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student
Conduct Code (available at http://dos.uoregon.edu/social-misconduct) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

**Plagiarism**

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at http://researchguides.uoregon.edu/citing-plagiarism.

**Assignments - Individual**

**Attendance and Participation (10%)**

You registered for this class because you were interested in learning more about leadership and change, so the best way to accomplish that goal is to attend class. I’ll expect you to attend each class session. If you can’t attend class, you should coordinate with your classmates to ensure you are current with class content. You can have one unexcused absence before it affects your grade in this class.

You’ll be expected to participate in class by asking questions and engaging in the ensuing discussions. The research evidence demonstrates that students both learn more and develop critical thinking skills through participation in discussion, so I include it as a course requirement. You will also be expected to proactively manage your use of the class’s and your group’s time to help prevent anyone from overly dominating our discussions.

**Passion Presentation (5%)**

Everyone has a passion for something, and in many cases, it leads to involvement and leadership opportunities. In this presentation, you will have about 2 minutes on the date shown on the Schedule to tell the class about your passion – the topic or interest that excites you, that gets you out of bed in the morning, that you want to be part of, that you want to improve and/or lead.

**Leader Profile Paper (10%)**

Identify someone locally that you either know from personal experience or by reputation that you believe is an effective leader. Interview them to learn more about how they got where they are, what issues are important to them, and what they think makes for good leadership. Write a 3-4 page double-spaced profile based on the interview, and submit it via Canvas by the due date shown on the Schedule.
Leader Profile Presentation (5%)

Your Leader Profile Paper will serve as the basis for your Leader Profile Presentation. You will have about 2 minutes on the date shown on the Schedule to convince your classmates why the leader you profiled is an excellent leader.

At the end of the presentations, the class will vote for the leaders they would most like to speak to the class. The top vote getters will be invited to participate in a panel discussion on leadership on the date shown in the Schedule.

Chapter Quizzes (10%)

The Komives & Wagner book has eight chapters related to the C’s of leadership. You’ll be expected to read each chapter prior to it being addressed in class. There will be a short multiple-choice quiz for each chapter found on Canvas due before the start of class. Quizzes will be available in Canvas one week prior to their due date.

Reflection Papers (25%)

Research shows that one of the best ways to reinforce learning is to reflect in writing about what you’ve recently learned. You will write regular reflection papers of 400-500 words (2-3 pages double-spaced) to reinforce what you’ve learned. See the Schedule for due dates. All reflection papers will be posted to Canvas. Please upload a Word document or PDF, rather than using the data entry box provided in Canvas – it makes my job of grading easier.

Reflection 1: Personal Statement
- Which local leader do you want to interview/nominate? Why?
- What change effort do you want to use for your project? Why?
- Create a 1-3 sentence “mission statement” for yourself as a leader and agent of change.

Reflection 2: StrengthsFinder
- Discuss your leadership background/experience and how it relates to your strengths, as identified by your StrengthsFinder results.

Reflections 3-8: Reflect On All Material Since Previous Reflection Paper
- A short paragraph with updates and thoughts about your Change Project. What are your current challenges? What insights have you gotten from other members of your group?
- What are your reflections on your learning and what you’ve read?

Final Reflection: Revised Personal Statement
- Return to your “mission statement” from Reflection 1. Update it as you see fit based on any insights you may have gained from this class. Provide a 1-2 paragraph reflection on what has changed and what hasn’t – and the significance of those changes or lack thereof.
- Reflect on how your (and your group’s) strengths, as identified by StrengthsFinder profiles, impacted your group work.
Assignments - Team

You will work as part of a team to complete two assignments: a team presentation on one of the C’s of leadership, and a change project. Teams of 3-4 students will be identified in the second week, and you will work with the same team on both projects.

We will spend time during the second week developing team agreements to ensure the success of your team in completing both assignments with minimal discord among team members.

Team Presentation (15%)

Each team will be responsible for presenting a chapter from the Komives & Wagner book during the second half of the term. Presentations will be approximately 45 minutes, and will be expected to use a variety of techniques (small group discussions, facilitated activities, lecture, etc.) to engage the class in the content. I have posted on Canvas the Instructor’s Guide for our textbook, which contains suggested activities you can review for ideas.

I expect you to use the text as a starting point for your presentation, but I don’t want your presentation to be about the content; you can spend a maximum of 5 minutes providing a summary of the chapter’s content as an intro to your topic. I want the bulk of your presentation to build on or expand upon the content. Think about how to connect the content to your and your classmates’ lives, using activities, case studies and/or real world examples.

You should also include references to, or a sensitivity to, issues of bias and privilege, and how marginalized groups might be affected by, or react differently to, your topic.

Each team, in preparing for their presentation, will be expected to complete the following:

1. Read your chapter and review any additional resources I have distributed.
2. Schedule a team meeting to discuss how you might approach your chapter in class.
3. After your team meeting, schedule a meeting with me to discuss your approach. This meeting should happen no less than one week prior to your presentation.

Change Project (20%)

For this project, each student will pick an issue or organization and will investigate how the organization is handling change. Examples could include a department on campus dealing with a change in leadership; a student group changing their strategy toward recruitment; a campus group taking on a new initiative, or a campus issue that you feel passionate about.

Over the course of the term, your team will learn more about the issue, identify a leader(s) you can meet with about the issue, schedule a meeting, develop an agenda for your meeting with the leader, and facilitate a meeting with them.

Your meeting will utilize the facilitation techniques we discuss early in the term, but the format of the meeting will depend on the issue and your team-identified goal for the meeting.
Research Paper (3%)
The first step in preparing for your change project is to learn as much as you can about the topic. Each team will submit a 1-2 page paper summarizing what they know about their project based on secondary sources, and identify who they might contact to conduct a facilitated meeting. See Schedule for due date.

Facilitator’s Agenda (5%)
Each team will develop a facilitator’s agenda, modelled on the example shared in class, that will guide their change meeting. Only one person per team needs to post their agenda on Canvas by the due date shown in the Schedule.

Facilitated Meeting
You will hold a meeting with a leader(s) from the appropriate organization for your change meeting. You will use the facilitator’s agenda developed above. You cannot schedule this meeting until I have reviewed a draft of your facilitator’s agenda. These meetings will happen during weeks 8 or 9.

Change Project Analysis (10%)
After the meeting, each team member will submit a 3-5 page (double-spaced) analysis describing the meeting, their role in it, strengths and weaknesses of the meeting design the group chose to use, outcomes of the meeting, and an evaluation of the process. Be sure to draw on the materials presented in class in your evaluation of the meeting. Your paper is due on Canvas on the date shown in the Schedule.

Class Discussion (2%)
During the time of our scheduled final, we will meet to celebrate the completion of the class, and share the results of your change project. This is an informal sharing – you will receive one point for attending, and one point for sharing.

Additional Opportunities

Spontaneous Presentations
Being an effective public speaker is an essential leadership skill, but most people don’t like to do it. One way to become more comfortable is through practice. During the second half of the term, students will have the opportunity to talk to the class about a topic with little or no preparation. This will be an opportunity to get additional experience with public speaking in a low-stress, supportive environment.

Facilitation Practice
There will be several opportunities during the last few weeks of class for students to volunteer to facilitate in-class activities: organizing the leadership panel, facilitating the panel discussion, and facilitating the class evaluation.
**Other Activities**

Effective leaders have a variety of skills and abilities that support their actions. In this class, I will take a variety of traditional approaches to help you identify and enhance your skills and abilities. I also want to expose you to other approaches to leadership development that may not be as obvious, but are nonetheless effective techniques to help you grow as a leader. Chris Esparza, associate director of the Holden Leadership Center, will join us several times during the term to develop our improvisation skills.

**Class Elements**

- **PRACTICE**
  - Individual presentations
  - Team presentation
  - Meeting facilitation
  - Class facilitation opportunities
  - Improvisation
  - Change project

- **LEADERSHIP**
  - StrengthsFinder
  - Social change model
  - Change project
  - Bias / privilege
  - Leader profile
  - Leadership panel
  - Improvisation

- **CHANGE**
  - Social change model
  - Change project
  - Bias / privilege
  - Leader profile
  - Meeting facilitation
  - Leadership panel

**Schedule**

The following schedule may be adjusted as we move through the term, depending on student’s interests and the length of time we discuss particular issues.

The reading list may be supplemented as the term progresses. Please check the Canvas site weekly to see any additional readings.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>In-class Activities</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1    | 9/25  | Introduction to the class  
Improvisation 1  
Change project 1 | Discuss syllabus  
In-class improvisation activities  
Identify change project ideas | See Canvas | |
|      | 9/27  |         |                     |          |                 |
| 2    | 10/2  | Change project 2 | Finalize change project ideas  
Form teams |          | Reflection 1 (Sun) |
|      | 10/4  | Finding your strengths (Chris Esparza) | StrengthsFinder discussion |          |                 |
| 3    | 10/9  | Bias / Privilege | Lecture / discussion | See Canvas | |
|      | 10/11 | Presentation 1: Your Passion | Student presentations |          | Reflection 2 (Sun) |
| 4    | 10/16 | Facilitation 1 | Lecture / discussion | See Canvas | |
|      | 10/18 | Presentation 2: Leader Profile  
Improvisation 2 (Chris Esparza) | Student presentations  
In-class improvisation activities | Leader Profile Paper (Sun)  
Reflection 3 (Sun) | |
| 5    | 10/23 | Facilitation 2  
Social Change Model  
Consciousness of Self  
Mindfulness (Mary Augustine) | Student presentations  
Lecture / discussion  
Student-led discussion / activities  
Lecture / activities | See Canvas  
K&W 1, 2  
K&W 3  
Chapter Quiz 1 (Wed)  
Reflection 4 (Sun) | Research Paper (Wed) |
|      | 10/25 |         |                     |          |                 |
| 6    | 10/30 | Congruence  
Improvisation 3 (Chris Esparza)  
Change Project check-ins | Student-led discussion / activities  
In-class improvisation activities  
Small group activities | K&W 4  
Chapter Quiz 2 (Mon)  
Facilitator’s Agenda (Wed)  
Reflection 5 (Sun) | |
|      | 11/1  |         |                     |          |                 |
| 7    | 11/6  | Commitment  
Spontaneous presentations | Student-led discussion / activities  
Student presentations | K&W 5  
Chapter Quiz 3 (Mon) | |
|      | 11/8  | Collaboration  
Spontaneous presentations | Student-led discussion / activities  
Student presentations | K&W 6  
Chapter Quiz 4 (Wed)  
Reflection 6 (Sun) | |
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<tr>
<th>Week</th>
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<th>Assignments Due</th>
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<tbody>
<tr>
<td>8</td>
<td>11/13</td>
<td>Common Purpose</td>
<td>Student-led discussion / activities</td>
<td>K&amp;W 7</td>
<td>Chapter Quiz 5 (Mon)</td>
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<td>Change Project check-ins</td>
<td>Small group discussion</td>
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<td>11/15</td>
<td>Controversy with Civility</td>
<td>Student-led discussion / activities</td>
<td>K&amp;W 8</td>
<td>Chapter Quiz 6 (Wed)</td>
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<td>Improvisation 4 (Chris Esparza)</td>
<td>In-class improvisation activities</td>
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<td>Reflection 7 (Sun)</td>
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<td>11/20</td>
<td>Citizenship</td>
<td>Student-led discussion / activities</td>
<td>K&amp;W 9</td>
<td>Chapter Quiz 7 (Mon)</td>
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<td>Student presentations</td>
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<td>11/22</td>
<td>Change</td>
<td>Student-led discussion / activities</td>
<td>K&amp;W 10</td>
<td>Chapter Quiz 8 (Wed)</td>
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<td>Leadership panel preparation</td>
<td>Student-facilitation agenda creation</td>
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<td>Reflection 8 (Sun)</td>
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<td>10</td>
<td>11/27</td>
<td>Leadership Panel</td>
<td>Student-facilitated panel discussion</td>
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<td>11/29</td>
<td>Class Evaluation</td>
<td>Student-facilitated end-of-course review</td>
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<td>Final Reflection (Sun)</td>
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<td>Finals</td>
<td>Thu 12/7 10:15am</td>
<td>Culminating activities</td>
<td>To be determined by class</td>
<td></td>
<td>Change Project Analysis (Thu)</td>
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