

School of Planning, Public Policy and Management



PPPM 325 – COMMUNITY LEADERSHIP AND CHANGE

CRN 15139

CLASS SYLLABUS — FALL 2019

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| Instructor: | Bob Choquette |
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| Phone: | 541.346.3851 |
| Office Location and Hours: | 106 Hendricks – drop by M-F 10-2, or by appointment |
| Course Location: | 144 HEDCO |
| Meeting Dates and Time: | Mondays and Wednesdays – 2:00-3:50pm |

Course Description

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 process, or make an extended presentation, as a team that relies upon the new knowledge and skills developed in this class.

Teaching Philosophy

I subscribe to three models of learning that guide my classroom instruction:

- *Constructivism* (Duffy and Jonassen, 1992) posits 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.
- *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.
- *Relational-cultural theory* (Miller, 1976) proposes that successful relational connections—interactions that are mutually empathic and mutually empowering—are vital to individual and shared learning, as well as emotional growth and health (Miller & Stiver, 1997). RCT’s key tenets are trust, mutual empathy, and growth-in-connection, which is essentially the enhanced ability to learn and progress through healthy, growth-fostering relationships.

Textbook and Course Materials

Komives, Susan R. and Wagner, Wendy, and Associates. *Leadership for a Better World: Understanding the Social Change Model of Leadership Development* (Second Edition), Jossey-Bass Publishers (2017). REQUIRED

Rath, Tom and Gallup. *StrengthsFinder 2.0*, Gallup Press (2007). REQUIRED

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 | 15% |
| 2. Passion presentation | 5% |
| 4. Leader profile paper | 10% |
| 5. Leader profile presentation | 5% |
| 6. Chapter quizzes | 15% |

| | |
|--|-------------|
| 7. Reflection papers | 30% |
| 8. Team chapter presentation / Learning/change project | <u>20%</u> |
| TOTAL | 100% |

Course Structure

We will spend our class time each week in a variety of formats. There will be some lecture, lots of discussion (both small group and whole class), and many activities that require movement and interaction.

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.

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.

Accessibility

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.

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. I 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>

Statement Regarding Title IX and a Safe Learning Environment free from Discrimination and Harassment

The UO is committed to providing an environment free of all forms of discrimination, harassment, and assault. This includes conduct that unreasonably discriminates among individuals on the basis of race, color, gender, national origin, ethnicity, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, or gender expression. It also includes sexual and physical assault, domestic and dating violence, and gender based stalking. We support Title IX.

If you, or someone you know, has experienced or experiences harassment or discrimination that is sufficiently severe or pervasive that it interferes with work or academic performance—or if you have experienced sexual or physical assault in any form—the UO has staff members trained to support and make sure you are aware of the range of options available to you and have access to the resources you need. You may choose whether or not to access these resources.

Students wishing to pursue a complaint involving discrimination or harassment should contact the Office of Affirmative Action & Equal Opportunity at 541.346.3123 or <http://aaeo.uoregon.edu>. If you wish to speak to someone confidentially regarding sexual assault or harassment, call 541.346.SAFE, UO's 24-hour hotline, or visit the SAFE website, <http://safe.uoregon.edu>. The University Health Center and University Counseling and Testing Center can provide assistance and work confidentially with students.

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 the school head.

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.

Mental Health

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may impact your academic performance or reduce your ability to participate in daily

activities. The University of Oregon is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. You can learn more about the broad range of confidential mental health services available on campus via <https://health.uoregon.edu/mental-health> or by calling 541.346.2770.

Life's Challenges

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in school, is urged to contact the Dean of Students for support. Furthermore, please let me know as well if you are comfortable in doing so. This will enable me to provide any resources that I have access to. **I care about you as an individual and your health and well-being beyond your role as a student in this class.**

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 (15%)

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 want 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.

I want you to participate in class by asking questions and engaging in the ensuing discussions. The research evidence demonstrates that students learn more and develop critical thinking skills through participation in discussion, so I include it as a course requirement.

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 3 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, what they think makes for good leadership, and how they developed their leadership style. Write a 1250-1500 word 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 3 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 (15%)

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 quiz for each chapter found on Canvas due at the end of the day the chapter is presented in class. Quizzes will be available in Canvas a few days prior to their due date.

Reflection Papers (30%)

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 500+ words to reinforce what you've learned. See the Schedule for due dates. All reflection papers will be posted to Canvas. Please upload in Word or PDF format only.

Reflection 1: Personal Statement

- What local leader do you want to interview/nominate? 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 and reflect on your learning since your last reflection.

Reflections 3-8: Reflect On All Material Since Previous Reflection Paper

- What are your reflections on your learning and what you’ve read?
- Discuss a connection between something covered in class (the most recent class or recently) and something happening in the world outside of class...or maybe upon reflection or after a conversation with a classmate, a new insight or deeper understanding emerges.

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 one of two possible assignments: a team presentation on one of the C’s of leadership, **OR** a learning/change project. Teams of 3 students will be identified in the third week and choose one of the two assignments.

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

Team Chapter Presentation (20%)

Each team will be responsible for presenting a chapter from the Komives & Wagner book during the second half of the term. Presentations will be 50-65 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 posted the *Instructor’s Guide* for our textbook, which contains suggested activities, on Canvas as a possible source of ideas for you.

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. **3 weeks before your presentation**
 - a. Read your chapter and review any additional resources I have distributed.
2. **2 ½ weeks before your presentation**
 - a. Conduct a team meeting to discuss how you might approach your chapter in class. Your responsibilities, in addition to those describe above, include the following:
 - i. Develop a question for me to include in the quiz for your chapter that will be answered during your presentation;
 - ii. Identify a short improv / icebreaker related to your topic;
 - iii. Highlight a connection between some of the strengths within your team and the chapter content; and
 - iv. Conduct a de-brief with the class after your presentation about what worked well, and areas of improvement.
 - b. Schedule a meeting with me to discuss your approach.
3. **10-14 days before your presentation**
 - a. Meet with me to discuss your approach. Come with a variety of ideas we can discuss and a draft facilitator's agenda, so I can provide direction and feedback, and/or additional ideas.
4. **7 days before your presentation**
 - a. Submit your question for me to include in your chapter's quiz that will be answered during your presentation.
5. **3 days before your presentation**
 - a. Submit a facilitator's agenda of how you will approach your presentation.

Learning/Change Project (20%)

For this project, each student team will pick an issue, and will investigate how the issue or change is/isn't being addressed. Examples in the past have included the progress of adoption of Black Student Union demands by the university, the rapidly increasing cost of tuition, the lack of a food pantry on campus, the high cost of textbooks, and an idea to create a contraceptive vending machine. The issue doesn't have to be large—I don't expect you to address climate change or universal health care—but it should be something local, something you care about, and something you want to learn more about and/or change.

Over the course of the term, you will work in a team to 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 (5%)

The first step in preparing for your learning/change project is to learn as much as you can about the topic. Each team will submit a 750+ word 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 learning/change meeting. Your facilitator's agenda should include a breakdown of the sections of the meeting, the timing for each, the **specific** questions you intend to ask, and connections to the theories we discussed in class (convergence / divergence, big rocks, etc.) 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 an appropriate organization for your learning/change meeting. You will use the facilitator's agenda developed above. You cannot schedule this meeting until I have discussed your project with your team. These meetings will happen during weeks 8 or 9.

Learning/Change Project Analysis (5%)

After the meeting, each team member will submit a 1200+ word 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 (i.e., what worked, what didn't) 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 / Presentation (5%)

During the time of our scheduled final, we will meet to celebrate the completion of the class, and share the results of your learning/change project. We will develop the format for this discussion / presentation as we approach the end of the term.

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.

Class Elements



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.

| Week | Date | Topics | In-class Activities | Readings | Assignments Due |
|------|-------|---|---|----------------------------------|--|
| 1 | 9/30 | ROSH HASHANAH – NO CLASS | | | |
| | 10/2 | Introduction to the class Improvisation 1 | Discuss syllabus In-class improvisation activities | | Online StrengthsFinder assessment (Fri) |
| 2 | 10/7 | Finding Your Strengths Why improv? | StrengthsFinder discussion (part 1) | | |
| | 10/9 | <i>Presentation 1: Your Passion</i> | Student presentations | | Reflection 1 (Sun) |
| 3 | 10/14 | Learning/Change project 1 | Identify learning/change project ideas | | |
| | 10/16 | Learning/Change project 2 | Finalize learning/change project ideas Form teams | | Reflection 2 (Sun) |
| 4 | 10/21 | <i>Presentation 2: Leader Profile</i> | Student presentations | | |
| | 10/23 | Using your Strengths | StrengthsFinder discussion (part 2) | | Leader Profile Paper (Sun) Reflection 3 (Sun) |
| 5 | 10/28 | Facilitation | Lecture / discussion | <i>See Canvas</i> | |
| | 10/30 | Social Change Model <i>Consciousness of Self</i> | Lecture / discussion / activities | K&W 1, 2, 3 <i>See Canvas</i> | Chapter Quiz 1 (Wed) Learning/Change project research paper (Wed) Reflection 4 (Sun) |
| 6 | 11/4 | <i>Congruence</i> Bias / Privilege | Student-led discussion / activities Lecture / discussion | K&W 4 <i>See Canvas</i> | Chapter Quiz 2 (Mon) |

Commented [BC1]: 45 minutes of improv

| Week | Date | Topics | In-class Activities | Readings | Assignments Due |
|--------|-------------------------|---|---|----------------------------|--|
| | 11/6 | <i>Commitment</i> Bias / Privilege (continued) | Student-led discussion / activities Lecture / discussion | K&W 5 <i>See Canvas</i> | Chapter Quiz 3 (Wed) Facilitator's Agenda (Wed) Reflection 5 (Sun) |
| 7 | 11/11 | <i>Collaboration</i> Team check-ins | Student-led discussion / activities In-class meetings | K&W 6 | Chapter Quiz 4 (Mon) |
| | 11/13 | <i>Common Purpose</i> | Student-led discussion / activities | K&W 7 | Chapter Quiz 5 (Wed) Reflection 6 (Sun) |
| 8 | 11/18 | <i>Controversy with Civility</i> | Student-led discussion / activities | K&W 8 | Chapter Quiz 6 (Mon) |
| | 11/20 | <i>Citizenship</i> | Student-led discussion / activities | K&W 9 | Chapter Quiz 7 (Wed) Reflection 7 (Sun) |
| 9 | 11/25 | <i>Change</i> Leadership panel preparation | Student-led discussion / activities Student-facilitated activity | K&W 10 | Chapter Quiz 8 (Mon) |
| | 11/27 | THANKSGIVING EVE – NO CLASS | | | Reflection 8 (Sun) |
| 10 | 12/2 | Leadership Panel | Student-facilitated panel discussion | | |
| | 12/4 | Class Evaluation | Student-facilitated end-of-course review | | Final Reflection (Sun) |
| Finals | Wed 12/11 2:45 pm | Learning/Change project presentations | Student presentations | | Learning/Change Project Presentation (Mon) |