

**PLEASE READ THIS SYLLABUS CAREFULLY. ONLINE CLASSES ARE PARTICULARLY TROUBLESOME FOR STUDENTS IF THEY HAVEN'T CAREFULLY READ THE SYLLABUS**

**MANA 7339 Leadership Development  
Dr. Leanne Atwater  
Department of Management and Leadership  
Fall 2022--Online**

Dr. Leanne Atwater

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**Course Description**

Leadership has been frequently heralded by writers and executives as the key to sustained competitive advantage on the part of U.S. organizations. It is also clear that the possession of leadership qualities and the display of leadership behavior are requirements for individuals attempting to progress in their careers. As such, it is important for aspiring managers to learn about the nature of effective leadership and how they can develop their own competencies in this area. In this course, students will learn about the various ways to demonstrate leadership effectively. We will focus on the leadership shown in dyads, in groups, and strategically across hierarchical levels, as well as beyond organizational boundaries. The class will focus on developing your self-awareness, and your unique leadership capabilities.

**Course Objectives**

- **To discover the behaviors and competencies that contribute to leadership effectiveness.**
- **To understand the role of the inner self in leading others.**
- **To study examples of how to improve leadership effectiveness.**
- **To improve problem-solving skills related to leadership.**
- **To complete self-assessments and consider the implications.**
- **To learn how to lead direct reports with varying levels of motivation and ability.**
- **To gain insight into the importance of conversation.**
- **To appreciate the ultimate importance of ethics and integrity.**

**Course Strategies**

In order to accomplish the objectives, the following strategies will be employed:

1. Reading background material that provides the basis for understanding the behavior of people in organizations.
2. Lecture and videos
3. Writing assignments
4. Self-assessments/exercises

## Reading and Materials

Purchase Textbook: Bolea, A., & Atwater, L. (2021). *Becoming a Leader: Nine Elements of Leadership Mastery*. NY: Routledge.

<https://www.routledge.com/Becoming-a-Leader-Nine-Elements-of-Leadership-Mastery/Bolea-Atwater/p/book/9780367478346>

Use either the promo code **FLA22** or **AEV22** to receive **20% off**

Purchase LPI Student 360 Assessment

[https://customer.wiley.com/CGI-BIN/lansaweb?procfun+shopcart+shcfn01+funcparms+parmisbn%28a0100%29:0470177411+parmqty%28p0050%29:1+parmurl%28a0300%29:www.studentlpi.com+parmlpi\(a0100\):+elpiacct%28a0320%29:20736](https://customer.wiley.com/CGI-BIN/lansaweb?procfun+shopcart+shcfn01+funcparms+parmisbn%28a0100%29:0470177411+parmqty%28p0050%29:1+parmurl%28a0300%29:www.studentlpi.com+parmlpi(a0100):+elpiacct%28a0320%29:20736)

**NOTE THE QUANTITY IN THE LINK SAYS 2. You only need 1.**

Course Materials: You can find all course materials including ppt lectures either in your syllabus (e.g., some discussion questions) or in the course content section in Blackboard.

## Assignments

My expectations for graded assignments follow:

1. You have thoughtfully read the exercise and related material.
2. You will address discussion questions incorporating concepts from readings and lectures as appropriate.
3. Assignments will be typed double-spaced.
4. You will use proper grammar, spelling, etc. (You will lose points for poor writing).
5. Grading will take into account both quality of content and effort. You will lose points if assignments are overly brief.
6. You will proofread all assignments. (You will lose points for assignments that have not been proofread.)
7. Assignments will be turned in on time. Late papers will not be accepted.
8. PLEASE DO NOT TURN IN ASSIGNMENTS THAT ARE A FEW SENTENCES. YOU NEED TO PUT MORE THOUGHT INTO THEM. REMEMBER THIS IS ABOUT YOUR DEVELOPMENT.
9. Assignments will be turned in via Blackboard using the TurnItIn Assignment Boxes in the weekly Course Content folders. I will provide comments and feedback on your assignments. Please open your submissions in Blackboard and read the comments. Your grades will post in the Blackboard Grade Center once I have scored your work.  
You may review these steps in advance: <https://www.instruction.uh.edu/knowledgebase/how-to-submit-a-turnitin-assignment-in-blackboard-students/>

10. Keep all returned assignments in case there is a grading error and we need to refer back to the original paper.

**Introductory Zoom Meeting:**

I will send three invites for a zoom meeting so we can meet one another. I will ask you to introduce yourselves and I will do the same. You need only accept one invite but you may attend any number of them if you want to meet your classmates. You will have the opportunity to ask any questions you may have about the class.

Select **ONE** from the following dates :

You will be prompted to enter your cougarnet ID and password in order to enter the Zoom session.

Topic: MANA 7339 Meeting #1

Time: Friday August 26 1:00 pm Central Time

Join Zoom Meeting

[https://uh-edu-](https://uh-edu-cougarnet.zoom.us/j/96685793112?pwd=N1kvYXZ0RkxrZFJ2cEZmYUo5b0hwQT09)

[cougarnet.zoom.us/j/96685793112?pwd=N1kvYXZ0RkxrZFJ2cEZmYUo5b0hwQT09](https://uh-edu-cougarnet.zoom.us/j/96685793112?pwd=N1kvYXZ0RkxrZFJ2cEZmYUo5b0hwQT09)

Meeting ID: 966 8579 3112

Passcode: 257934

Topic: MANA 7339 Meeting #2

Time: Monday August 29 5:00 PM Central Time (US and Canada)

Join Zoom Meeting

[https://uh-edu-](https://uh-edu-cougarnet.zoom.us/j/98120253272?pwd=NEdHOGJna3Q5Q3JlbG1TRXNnbm1Wdz09)

[cougarnet.zoom.us/j/98120253272?pwd=NEdHOGJna3Q5Q3JlbG1TRXNnbm1Wdz09](https://uh-edu-cougarnet.zoom.us/j/98120253272?pwd=NEdHOGJna3Q5Q3JlbG1TRXNnbm1Wdz09)

Meeting ID: 981 2025 3272

Passcode: 241191

Topic: MANA 7339 Meeting #3

Time: Tuesday August 30 1 PM Central Time (US and Canada)

Join Zoom Meeting

[https://uh-edu-](https://uh-edu-cougarnet.zoom.us/j/98120253272?pwd=NEdHOGJna3Q5Q3JlbG1TRXNnbm1Wdz09)

[cougarnet.zoom.us/j/98120253272?pwd=NEdHOGJna3Q5Q3JlbG1TRXNnbm1Wdz09](https://uh-edu-cougarnet.zoom.us/j/98120253272?pwd=NEdHOGJna3Q5Q3JlbG1TRXNnbm1Wdz09)

Meeting ID: 981 2025 3272

Passcode: 241191

**IF YOU ARE UNABLE TO JOIN ANY OF THESE MEETING TIMES, PLEASE LET ME KNOW AND WE WILL SCHEDULE ONE THAT WORKS FOR BOTH OF US**

**EXERCISES AND ASSIGNMENTS** (Each worth 10 points unless otherwise noted)

	WHERE	WHEN (not later than 11 :59 pm)
ICS Connect	Blackboard	Sep 2
Self Awareness	Syllabus	Sep 2
Implicit Bias	Syllabus	Sep 9
Compassion Discussion Questions	Syllabus	Sep 16
Procrastination and Stress	Syllabus	Sep 16
LPI (20 points)	Blackboard	Sep 23
60 Second Conversation	PPT lecture groups and teams/text	Sep 23
Kathy Case	PPT Lecture/syllabus	Sep 30
Collaboration Discussion Questions	Syllabus	Sep 30
Reflections I (20 points)	Syllabus	Oct 7
EQ Self-Assessment Scores	Blackboard/Syllabus	Oct 14
Improving Your Emotional Intelligence	Blackboard	Oct 14
Recognizing My Values	Blackboard	Oct 21
Aligning Actions and Values	Blackboard	Oct 21
Ethical Dilemma	Syllabus	Oct 28
Zimbardo	Syllabus	Oct 28
My Self Story (15 points)	Blackboard	Nov 4
SCARF Assessment	Syllabus	Nov 11
Reflections II (20 points)	Syllabus	Nov 18
<b>COURSE TOTAL</b>	<b>225 points</b>	

## EVALUATION/GRADING

Evaluation is a necessary evil required for completion of this course. It may or may not reflect the actual learning that takes place. I will do my best to grade fairly and to provide fair yet challenging evaluation tools. Remember, however, that the difference between an A & B is irrelevant to the rest of your life or your career. Only what you learn and can apply matters. Please try to keep the importance of learning and grades in their proper perspective.

My grading uses a standard 90% A 202-225

80% B 179-201

70% C 156-178

60% D 133-155

I do not give + and - grades

## ADMINISTRATIVE DETAILS

The best way to communicate with me is by e-mail. I check e-mail messages several times a day unless I am out of town and e-mail is inaccessible (which is rare). Use the e-mail address given. I do not use the blackboard e-mail system to receive messages.

Check your e-mail for announcements every day.

Beware of plagiarism. In the age of Google and online references it is very easy to cut and paste sentences into your assignments. This is a serious academic dishonesty offense unless you clearly label the work in quotes and cite it properly.

- 1. ACADEMIC HONESTY:** The University of Houston Academic Honesty Policy is strictly enforced by the C. T. Bauer College of Business. No violations of this policy will be tolerated in this course. A discussion of the policy is included in the University of Houston Undergraduate Student Catalogue. Students are expected to be familiar with this policy: <http://catalog.uh.edu/content.php?catoid=36&navoid=13063>
- 1. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:** The University of Houston complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, pertaining to the provision of reasonable academic accommodation for students identified as disabled under the law. In accordance with 504/ADA guidelines, UH strives to provide reasonable academic accommodation to students who request and require them. If you believe you have a disability requiring an accommodation, please contact the Center for Students with Disabilities at 713-743-5400 or <http://www.uh.edu/csd/>.
- 2. FACULTY EVALUATIONS:** Bauer has a policy that requires all of its instructors to be evaluated by their students. The results of these evaluations are important to provide feedback to instructors on how their

performance can be improved. In addition, these evaluations are carefully considered in promotion, salary adjustment, and other important decisions. We openly encourage students to provide feedback to instructors and the Bauer College through the evaluation process.

- 3. CAPS STATEMENT:** 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. No appointment is necessary for the "Let's Talk" program ([http://www.uh.edu/caps/outreach/lets\\_talk.html](http://www.uh.edu/caps/outreach/lets_talk.html)), a drop-in consultation service at convenient locations and hours around campus.

## PROCEDURES

**WEEKS BEGIN ON SATURDAY AND END ON FRIDAY**

**Each week's materials will be posted in blackboard on Saturday morning.**

**All assignments are due on Friday by 11:59 pm of the assigned week. Be proactive. No excuses other than a medical emergency will be accepted for late work.**

## SCHEDULE

**Week 1 August 22**

**Purchase your textbook!**

**Purchase LPI Student 360 assessment**

**PPT Lecture: Introduction**

Leadership Journey

**Week 2 Aug 29**

**PPT Lecture: Context Setting; Authentic/Transformational Leadership**

Watch Ted Talk: Charisma <https://youtu.be/SEDvD1IICfE>

Reading: "How to become more self aware" ( see Blackboard)

Reading text pages pp 1-23

**Assignment: ICS Connect Assessment** (See Blackboard).

Go to the ICS Connect assessment in blackboard. Read the descriptions of those with dominant red, yellow green or blue energy.

**Turn In:**

1. Identify your color and the color of someone else you are close to.
2. Describe your color and what it is about you that you think best describes why you ended up being the color you are.
3. What things do you do or how do you do them that reflect your color?
4. What color was the person you are close to you? What do they do that reflects their color?
5. How do your two colors blend and/or conflict?

**Self-awareness assignment:**

**Turn In:** Please answer the following questions. Submit double spaced.

1. What are you good at?
2. What do you need to improve?
3. What accomplishments are you proud of?
4. What events or experiences stand out from your childhood?
5. What are your goals, plans and priorities?
6. How would you describe yourself in a few sentences?
7. Ask **three trusted friends** to say in a sentence or two how they would describe you. List what they said here. Do you agree or disagree with each description of you? How well did it match how you described yourself?
8. Has answering these questions improved your self-awareness? If so, what did you learn?

**Week 3 Sept 5**

**PPT Lecture:** Communication/Set Direction Part I.

**PPT Lecture LPI**

**Reading:** text Set Direction Part 1 pp. 27-43

**Turn in:** LPI 360 report

**Email me if you want to do a zoom to discuss your results.**

**Activity:** Test your implicit bias.

Go to <https://implicit.harvard.edu/implicit/education.html>

Select an area from those provided in which you believe you might harbor implicit bias.

**Turn In:** Implicit Bias

1. What test did you take?
2. What did you learn about yourself?
3. Do you agree or disagree with the assessment? Why?

## Week 4 Sept 12

### PPT Lecture: Manageability and Stress

Reading: Set Direction part 2 text pp. 44-60

Reading: Overcome Procrastination (See Blackboard)

Compassion

WATCH: Ted talk [https://www.youtube.com/watch?v=KsFxWSuu\\_4I](https://www.youtube.com/watch?v=KsFxWSuu_4I)

WATCH: Video <https://www.youtube.com/watch?v=fmS8L6pQYss>

WATCH: Video <https://www.youtube.com/watch?v=1o2XkcftsMQ>

### Turn In: Discussion questions from compassion videos

1. Critique Dacher's arguments about compassion and evolution (e.g., vocalizations, facial expressions, natural selection, brain activation, etc.)
2. When Dacher studied compassion in children in 2004, what did he learn about children in the U.S.? Do you think children in the U.S. would show more or less compassion than they did in 2004? Why?
3. What were the results of the studies on oxytocin?
4. From the results presented by Dacher and Shiota regarding awe, what do you think could be useful contexts where experiencing awe could have benefits for people and societies?
5. What can you do to display more compassion?

Think about the stress coping and procrastination from the ppt lecture and reading

### Turn In: Discussion questions from Procrastination and Stress

1. How can you more effectively cope with stress?
2. When you tend to procrastinate what is the major reason from the list given?
3. Which two things from the list would be best for you to do to overcome procrastination?
4. What will you do to change?

## Week 5 Sept 19

### PPT Lecture: Groups and Teams

Reading: Build a team of people text pp. 61-86

**Turn In: Assignment:** Write out a 60 Second Conversation using the 7 steps described in the ppt lecture as well as in pages 79-82 in your book. **Describe what you will say to another person** you have an issue



with for a conflict you are having or have had in your life. This should be written in terms of what you will say to the other person.

**Turn In:** LPI Report

Groupthink

Watch: Groupthink video <https://www.youtube.com/watch?v=5sOj6Us6JEQ>

Think about: Can you think of a groupthink occurrence in your own life? What was the outcome? How might it have been prevented?

### **Week 6 Sept 26**

Reading text pp. 87-108 + “On the Folly of Rewarding A While Hoping for B” pp. 123-124 (you may skip pages 125 to 135 and pages 136-151)

**PPT Lecture: Leadership Feedback and the Gap**

**Turn in: Assignment:**

1. Critique the approach used to give feedback to Kathy as described in the ppt lecture.
2. How would you likely have reacted if you were Kathy?
3. How would you have handled the situation with Kathy?

Watch: Ted talk collaboration <https://www.youtube.com/watch?v=vjSTNv4gyMM>

**Turn In: Assignment: Collaboration Discussion Questions**

1. From the list he provides of signs of defensiveness which look most familiar to you?
2. Are there some not listed that are unique to you?
3. Ask a close friend or a family member what your signs of defensiveness are? What did they say?
4. What will your early warning system be that you are becoming defensive?
5. What will an action step be for you to help minimize your defensiveness?

### **Week 7 Oct 3**

**Turn In:** Reflections I--Prepare a two-page (double-spaced) description of what you found most relevant/meaningful from the material covered thus far in the semester. Please include some insights gained from your textbook.

### **Week 8 Oct 10**

**PPT Lecture: How See Ourselves and How We See Others**

Reading: “How We See Ourselves and How We See Others” by Emily Pronin

<https://www-science-org.ezproxy.lib.uh.edu/doi/10.1126/science.1154199#>

Reading: text pp. 153-180

Watch: Cleveland Hospital empathy video [https://www.youtube.com/watch?v=cDDWvj\\_q-o8](https://www.youtube.com/watch?v=cDDWvj_q-o8)

Assignment: EQ Self-Assessment (See Blackboard)

Turn In: Your scores in each of the 6 EQ areas tested in the assessment

PPT Lecture: Emotional Intelligence and Self-Awareness (Nurture Behaviors)

Turn In: Assignment: Improving My Emotional Intelligence (See Blackboard)

### **Week 9 Oct 17**

PPT Lecture: Values and Ethics

Turn In: Assignment: Recognizing My Values (Blackboard)

Turn In: Aligning Actions with Values (Blackboard)

### **Week 10 Oct 24**

Watch: Ted talk Ethics

<https://www.youtube.com/watch?v=wzicXbnmllc>

Watch: Zimbardo prison experiment

<https://www.youtube.com/watch?v=oAX9b7agT9o>

Turn in: 1. When have you been faced with an ethical dilemma? How did you act? Please describe the situation, your thoughts and behaviors and what happened. (It is OK to say you did nothing or the wrong thing).

2. Describe your reaction to the Zimbardo Prison experiment results.

### **Week 11 Oct 31**

PPT Lecture: Lecture Listening and Self Stories: Leadership Conversations

Reading text pp. 183-208

Turn In: My Self-Story (see Blackboard)

### **Week 12 Nov 7**

PPT Lecture: Provide Support

Reading: text pp. 209-240

Watch: David Rock <https://www.youtube.com/watch?v=uDlyxxayNig>

Go to the link below and complete the SCARF assessment.

<https://neuroleadership.com/research/tools/nli-scarf-assessment/assessment?token&eid=4pPg1QVULF3M0uBmYp20KPPFRdPMalYxukxS5rPeu%2F6GMiH7EhIdSIY5xkexz77mH%2FKg5t%2B0jtrRLiaXlf47q3g99634S%2FCYSOhSEalykbe8KDtrbu4%>

Turn in: SCARF

What did you learn about yourself from the SCARF assessment?

Watch: Pygmalion

<https://www.youtube.com/watch?v=hTghEXKNj7g>

### **Week 13 Nov 14**

PPT Lecture: Boundaries and Space to Deliver

Reading text pp. 241-263

Reading Microaggressions

<https://ncwwi.org/index.php/resourcemenue/resource-library/inclusivity-racial-equity/cultural-responsiveness/1532-a-guide-to-responding-to-microaggressions/file>

**Turn In:** Reflections II--Prepare a two-page (double-spaced) description of what you found most relevant/meaningful from the material covered since you completed Reflections I. Please include some insights gained from your textbook.

### **Week 14 Nov 21**

**HAPPY THANKSGIVING AND HAPPY HOLIDAYS**

# UNIVERSITY OF HOUSTON SYLLABUS LANGUAGE: SPRING 2022

## Required Language for All Courses

### COVID-19 Information

Students are encouraged to visit the University's [COVID-19](#) website for important information including on-campus testing, vaccines, diagnosis and symptom protocols, campus cleaning and safety practices, report forms, and positive cases on campus. Please check the website throughout the semester for updates.

### Vaccinations

Data suggests that vaccination remains the best intervention for reliable protection against COVID-19. Students are asked to familiarize themselves with pertinent [vaccine information](#), consult with their health care provider. The University strongly encourages all students, faculty and staff to be vaccinated.

### Reasonable Academic Adjustments/Auxiliary Aids

The University of Houston 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 disabled students. In accordance with Section 504 and ADA guidelines, UH 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 Justin Dart Jr. Student Accessibility Center](#) (formerly the Justin Dart, Jr. Center for Students with DisABILITIES).

### Excused Absence Policy

Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston [Undergraduate Excused Absence Policy](#) and [Graduate Excused Absence Policy](#) for reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to attend, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Under these policies, students with excused absences will be provided with an opportunity to make up any quiz, exam or other work that contributes to the course grade or a satisfactory alternative. Please read the full policy for details regarding reasons for excused absences, the approval process, and extended absences. Additional policies address absences related to [military service](#), [religious holy days](#), [pregnancy and related conditions](#), and [disability](#).

### Recording of Class

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the [Justin Dart, Jr. Student Accessibility Center](#). If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be

recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with *anyone* without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

### Syllabus Changes

Due to the changing nature of the COVID-19 pandemic, please note that the instructor may need to make modifications to the course syllabus and may do so at any time. Notice of such changes will be announced as quickly as possible through (*specify how students will be notified of changes*).

### **Recommended Language**

#### Resources for Online Learning

The University of Houston is committed to student success, and provides information to optimize the online learning experience through our [Power-On](#) website. Please visit this website for a comprehensive set of resources, tools, and tips including: obtaining access to the internet, AccessUH, and Blackboard; requesting a laptop through the Laptop Loaner Program; using your smartphone as a webcam; and downloading Microsoft Office 365 at no cost. For questions or assistance contact [UHOnline@uh.edu](mailto:UHOnline@uh.edu).

#### UH Email

Please check and use your Cougarnet email for communications related to this course. To access this email, [login](#) to your Microsoft 365 account with your Cougarnet credentials.

#### Webcams

Access to a webcam is required for students participating remotely in this course. Webcams must be turned on (*state when webcams are required to be on and the academic basis for requiring them to be on*). (*Example: Webcams must be turned on during exams to ensure the academic integrity of exam administration.*)

#### Honor Code Statement

Students may be asked to sign an honor code statement as part of their submission of any graded work including but not limited to projects, quizzes, and exams: "*I understand and agree to abide by the provisions in the (select: [University of Houston Undergraduate Academic Honesty Policy](#), [University of Houston Graduate Academic Honesty Policy](#)). I understand that academic honesty is taken very seriously and, in the cases of violations, penalties may include suspension or expulsion from the University of Houston.*"

### **Helpful Information**

**Coogs Care:** <https://www.uh.edu/dsaes/coogscare/>

**Student Health Center:** <https://www.uh.edu/healthcenter/>