

MANA 7339 –Leadership Development

LEADERSHIP – Fall 2025; #16843

Time: Asynchronous Online.
Room: NA
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COURSE DISCRIPTION, OBJECTIVES, & STRATEGIES

DESCRIPTION

Leadership has been frequently heralded by scholars, executives, and others 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 various ways to effectively demonstrate leadership. 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.

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 improving leadership effectiveness.
2. Watching videos by faculty and other experts to help improve leadership effectiveness.
2. Writing assignments: to be completed in Canvas.
3. Self-assessments/exercises: to be completed in Canvas.
3. Discussions: to be completed in Canvas.

MENTAL HEALTH AND WELLNESS RESOURCES

The University of Houston has a number of resources to support students' mental health and overall wellness, including [CoogsCARE](#) and the [UH Go App](#). UH [Counseling and Psychological Services \(CAPS\)](#) offers 24/7 mental health support for all students, addressing various concerns like stress, college adjustment and sadness. CAPS provides individual and couples counseling, group therapy, workshops and connections to other support services on and off-campus. For assistance visit uh.edu/caps, call 713-743-5454, or visit a [Let's Talk](#) location in-person or virtually. [Let's Talk](#) are daily, informal confidential consultations with CAPS therapists where no appointment or paperwork is needed. The [Student Health Center](#) offers a Psychiatry Clinic for enrolled UH students. Call 713-743-5149 during clinic hours, Monday through Friday 8 a.m. - 4:30 p.m. to schedule an appointment. The [A.D. Bruce Religion Center](#) offers spiritual support and a variety of programs centered on well-being.

Need Support Now?

If you or someone you know is struggling or in crisis, help is available. Call CAPS crisis support 24/7 at 713-743-5454, or the National Suicide and Crisis Lifeline: call or text [988](tel:988), or chat 988lifeline.org.

ACADEMIC HONESTY POLICY

High ethical standards are critical to the integrity of any institution, and bear directly on the ultimate value of conferred degrees. All UH community members are expected to contribute to an atmosphere of the highest possible ethical standards. Maintaining such an atmosphere requires that any instances of academic dishonesty be recognized and addressed. The [UH Academic Honesty Policy](#) is designed to handle those instances with fairness to all parties involved: the students, the instructors, and the University itself. All students and faculty of the University of Houston are responsible for being familiar with this policy.

TITLE IX/SEXUAL MISCONDUCT

Per the UHS Sexual Misconduct Policy, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. You can find more information about resources on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

REASONABLE ACADEMIC ADJUSTMENTS/AUXILIARY AIDS

The University of Houston is committed to providing an academic environment and educational programs that are accessible for its students. Any student with a disability who is experiencing barriers to learning, assessment or participation is encouraged to contact the Justin Dart, Jr. Student Accessibility Center (Dart Center) to learn more about academic accommodations and support that may be available to them. Students seeking academic accommodations will need to register with the Dart Center as soon as possible to ensure timely implementation of approved accommodations. Please contact the Dart Center by visiting the website: <https://uh.edu/accessibility/> calling (713) 743-5400, or emailing jdcenter@Central.UH.EDU.

COURSE EVALUATIONS

The Bauer College of Business 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.

COURSE CIVILITY

As students enrolled in courses offered by the Bauer College, you are expected to adhere to the ethical principles described in the Bauer Code of Ethics and Professional Conduct (Bauer Code), in addition to those required by the UH Student Handbook. You may review the Bauer Code by clicking on the following link - <http://www.bauer.uh.edu/BCBE/BauerCode.htm>. You may obtain a copy of the UH Student Handbook from the Dean of Students Office located in room 252 of the University Center, or by visiting the publications webpage on the Dean of Student's website at <http://www.uh.edu/dos/pub.html>. Students are expected to conduct themselves as follows:

- Respect for other students – Everyone is encouraged to participate in class discussions and group projects. While doing so, it is important to allow everyone to fully express his or her opinion. All communications should be respectful and civil.
- Harassment – Making harassing or obscene comments or gestures to other students, faculty, or staff members will not be tolerated. This includes sending harassing or obscene email or voice messages to other Bauer students, faculty, or staff.

AI USAGE

This is the College's AI policy:

The C.T. Bauer College of Business (Bauer) prohibits the use of Artificial Intelligence-based tools (AI) such as ChatGPT for all coursework submitted for credit at Bauer. Such use will be treated as plagiarism, a violation of the UH's academic honesty policy 3.02(a), unless the instructor has granted express permission to use AI-based tools for their coursework. Where the students' instructor has granted express permission, students shall use proper citations, including the identification of the AI-based tools used on all assignments submitted for credit.

I am NOT permitting AI usage for any assignment or discussion, except for the use of Grammarly (I must be informed of its use prior to submission). All assignments will be submitted to plagiarism and AI detection software. Using AI (except for approved Grammarly usage) will be considered an academic honesty violation.

REQUIRED TEXT

Kouzes, J. M., & Posner, B. Z. (2023). *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations*, 7th Ed. John Wiley & Sons.

Required if choosing to do the Workbook Assignment:

Kouzes, J. M., & Posner, B. Z. (2023). *The Leadership Challenge Workbook*, 4th Ed. Wiley & Sons.

Recommended:

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

DETERMINANTS OF THE TERM GRADE

PERCENTAGES

Online Discussion Contribution	= 20%
Content Reflection Assignments	= 30%
Assessment Assignment	= 10%
Semester-long Development Assignment	= 40%

Total	= 100%
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POINTS

Point values are as follows:

Online Discussion Contribution.....	40 points
Content Reflection Assignments.....	60 points (6 X 10 point each)
Assessment Assignment	20 points
Semester-long Development Assignment.....	80 points

Total.....	200 points
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GRADES

Grades will be based on the following point totals:

A	186.0 - 200.0 points
A-.....	180.0 –185.9 points
B+.....	174.0 - 179.9 points
B	166.0 - 173.9 points
B-.....	160.0 - 165.9 points
C+.....	154.0 - 159.9 points
C	146.0 - 153.9 points
C-.....	140.0 - 145.9 points
D+.....	134.0 - 139.9 points
D	126.0 - 133.9 points
D-.....	120.0 - 125.9 points
F	000.0 - 119.9 points

ASSIGNMENTS

ONLINE DISCUSSION

Canvas discussion contribution counts 40 points. The Canvas discussion will be based on the week's readings as specified on the schedule below. Canvas discussion contribution points will be based on the quality and quantity of each student's postings, as well as the quantity of postings each student has read. High quality postings will be more than just thoughtful opinions; they will include examples, support references, and/or links to material that supports the opinions. Students are expected to contribute at least one quality post per week, across 10 weeks, for a total of at least 10 quality posts. Multiple posts during 1 week will only count as 1 post. Students will be notified if their post(s) in a given week were not of sufficient quality to get credit. To get full credit, students are expected to read at least 90% of the posts. **AI is not allowed for the creation of any posts for this class.**

CONTENT REFLECTION ASSIGNMENTS

This assignment is a one-page (double-spaced) description of what you found relevant, interesting, and useful from one of the following: (1) the week's assigned chapter in the course textbook; the reading of the week; or (3) the assigned video of the week. Please specify in the assignment the content you are referencing. Note that the course is designed for you to think about this content and apply it to yourself; hence, all that you need to submit is a short paper reflecting your thoughts about the material to which you were exposed over the week and how it can apply to and benefit you. To receive full credit, assignments should be typed double-spaced, be no more than 1 page, use proper grammar, spelling, etc., and show reasonable personal reflection. You are required to submit Assignments via Canvas using the TurnItIn Assignment Boxes in the weekly Course Content folders for six of the weeks between week 2 and week 13. **You are required to submit 6 content reflection assignments worth 10 points each.** You may submit a 7th assignment to replace the lowest grade of the previous 6. No additional assignments (more than 7) will be accepted or graded.

Students who submit a content reflection assignment paper: (a) that doesn't meet the requirements specified above, (b) submitted after the deadline, and/or (c) that fails to coherently apply the content to themselves will receive fewer than the maximum number of points. Your grades will be posted in the Canvas 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-student-guide-new/>. Assignments will be accepted late with 10% off for each day late. **AI is not allowed for the creation of any written assignments for this class.**

ASSESSMENT ASSIGNMENT

The assessment assignment is worth 20 points. This assignment is take all the assessment posted in canvas and to submit a three-page description of your scores and what you learned from, agreed with, and disagreed with. Note that the course is designed for you to think about these issues as relevant to yourself; hence, all that you need to submit is a paper reflecting your application of the assessments to yourself. The assignment is due by 11:59pm on September 14th. To receive full credit, assignments should be typed double-spaced, use proper grammar, spelling, etc., on-time, and show reasonable personal reflection. Assignments will be accepted late with 10% off for each day late.

SEMESTER-LONG DEVELOPMENT ASSIGNMENT

The semester-long development assignment is worth 80 points. **Students have a choice for this assignment.** They can submit (1) a completed workbook which applies the 5 practices of exemplary leadership to a project OR (2) they can submit a detailed Individual Development Plan (IDP). Students should decide early in the semester which they choose. This is because one of the choices entails the purchase of the Leadership Challenge Workbook (4th Edition) and completing each chapter in the workbook in conjunction with the course covering that chapter in the course textbook, starting in week 3.

1. WORKBOOK ASSIGNMENT

Students choosing this assignment must purchase of the Leadership Challenge Workbook (4th Edition) and complete each chapter in the workbook in conjunction with the course covering that chapter in the course textbook. This assignment is ideal for those of you who have projects you are leading at work. It will help build your leadership skills in the context of this project. Should you not be leading any projects at work, the individual development plan assignment is a better choice for you.

Those choosing the workbook assignment should complete the following Workbook Chapters by the end of these weeks:

1. Chapter 3 – week 3;
2. Chapter 4 – week 4;
3. Chapter 5 – week 6;
4. Chapter 6 – week 8;
5. Chapter 7 – week 10;
6. Chapter 8 – week 13;
7. Chapter 9 – week 14.

The workbook assignment should be submitted via Canvas using the TurnItIn Assignment Boxes in weeks 6 and 14. Chapters 3-5 are due at the end of week 6 (11:59pm, October 5th). The remaining 4 chapters (6-9) are due by 11:59pm, December 6th. You will receive feedback, but not a grade for chapters 3-5, with the final workbook assignment grade given after submission of chapters 6-9. You can type out the questions and answers to the workbook (and submit as word file or pdf), or copy/scan the workbook with handwritten answers (and submit as a pdf). Assignments will be accepted late with 10% off for each day late. **AI is not allowed for the creation of any written assignments for this class.**

2.INDIVIDUAL DEVELOPMENT PLAN ASSIGNMENT

Students choosing not to do the workbook assignment may do the IDP instead. The IDP is a self-development plan based on course materials to help you achieve your leadership related goals. The IDP should include a description and analysis of your anticipated career path (using O*Net), your expanded analysis of your assessments, your competency model, a gap analysis, a SWOT analysis, address the why, what, how, where, and when of the plan, and anything else you find helpful. I will accept pdfs, word files, or PowerPoint files of the plan. Please see the video in Canvas for more detail. I would expect effective IDPs to be at least 10 pages if in prose form, be typed double-spaced, use proper grammar, spelling, etc., and show reasonable personal reflection. Students who submit a paper or PowerPoint : (a) that doesn't meet the requirements specified above, (b) submitted after the deadline, and/or (c) that fails to coherently apply the content to themselves will receive fewer than the maximum number of points. Your grades will be posted in the Canvas 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-student-guide-new/> . The IDP is due by 11:59pm, December 6th, but you should start working on it no later than week 7. Assignments will be accepted late with 10% off for each day late. **AI is not allowed for the creation of any written assignments for this class.**

ASSIGNMENT SCHEDULE

<i>Week/Date</i>	<i>Topic/ Assignments</i>	<i>Readings</i>
<i>Week 1</i> Aug. 25 th	Introduction to the course Watch Intro Video; Read Syllabus	
<i>Week 2</i> Sep. 1 st	Leadership Overview Watch Leadership Overview Video; *Content Reflection Assignment Due 11:59pm Sep. 7th	Kouzes, Chapter 1 Reading 1
<i>Week 3</i> Sep. 8 th	Leadership & Values Watch Leadership & Ethics Video; Assessment Assignment Due Sep. 14th *Content Reflection Assignment Due 11:59pm Sep. 14th	Kouzes, Chapter 2 Reading 2
<i>Week 4</i> Sep. 15 th	Modeling Behaviors Watch Leadership Fundamentals Ted Talks; *Content Reflection Assignment Due 11:59pm Sep. 21st	Kouzes, Chapter 3 Reading 3
<i>Week 5</i> Sep. 22 nd	Create a Vision Watch Transactional v. Transformational Video; *Content Reflection Assignment Due 11:59pm Sep. 28th	Kouzes, Chapter 4 Reading 4
<i>Week 6</i> Sep. 29 th	Spread the Vision Watch Authentic & Transformational Video **Workbook Assignment Due 11:59pm Oct. 5th *Content Reflection Assignment Due 11:59pm Oct. 5th	Kouzes, Chapter 5 Reading 5
<i>Week 7</i> Oct. 6 th	Seek Opportunities Watch Forms of Leadership Ted Talks; *Content Reflection Assignment Due 11:59pm Oct. 12th	Kouzes, Chapter 6 Reading 6
<i>Week 8</i> Oct. 13 th	Risk Taking Watch Org Culture Ted Talks; *Content Reflection Assignment Due 11:59pm Oct. 19th	Kouzes, Chapter 7 Reading 7
<i>Week 9</i> Oct. 20 th	Connect with Others Watch Social Skill & EI Video; *Content Reflection Assignment Due 11:59pm Oct. 26th	Kouzes, Chapter 8 Reading 8
<i>Week 10</i> Oct. 27 th	Strengthen Others Watch Provide Support Video; *Content Reflection Assignment Due 11:59pm Nov. 2nd	Kouzes, Chapter 9 Reading 9

ASSIGNMENT SCHEDULE (continued).

<i>Week/Date</i>	<i>Topic/ Assignments</i>	<i>Readings</i>
<i>Week 11</i> Nov. 3 rd	Motivate through Recognition . Watch Motivation Video; *Content Reflection Assignment Due 11:59pm Nov 9th	Kouzes, Chapter 10 Reading 10
<i>Week 12</i> Nov. 10 th	Build a Team Watch High Performance Teams Video; *Content Reflection Assignment Due 11:59pm Nov. 16th	Kouzes, Chapter 11 Reading 11
<i>Week 13</i> Nov. 17 th	Change Leadership Watch Leading Change Video *Content Reflection Assignment Due 11:59pm Nov. 30th	Kouzes, Chapter 12 Reading 12
Nov. 24 th	THANKSGIVING HOLIDAY – NO CLASS	
<i>Week 14</i> Dec. 1 st	Wrap-up Watch Self-Development Ted Talks **Semester-long Development Assignment Due by 11:59pm December 6th.	

NOTES:

*** You are required to submit 6 content reflection assignments worth 10 points each.** You may submit a 7th assignment to replace the lowest grade of the previous 6. No additional assignments (more than 7) will be accepted or graded.

**** Students have a choice for this assignment.** They can submit a completed workbook which applies the 5 practices of exemplary leadership to a project or they can submit a detailed Individual Develop Plan (IDP).

The schedule is tentative and may change due to situational factors.