

**The Ohio State University
Counselor Education**

EDU PAES 8100 • Autumn Semester 2014 • Leadership in Counseling
Tuesdays, 7:00-9:30 pm
3 credit hour

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‘What on this planet needs doing that I’m uniquely equipped to do, that probably won’t get done unless I do it?’
~Buckminster Fuller

NATURE OF THE COURSE:

This is a doctoral level seminar course, designed to focus on leadership principles and theories, including their application to counselor education. Students will work from a self-reflective model in order to discover and assess their own leadership skills and potential and to consider how that potential can be applied to the field of counselor education. The first part of the course will focus on leadership theory, the second on understanding how leaders make an impact on the larger community, and the third on the opportunities for leadership in the field of counseling.

DIVERSITY STATEMENT:

The Department of Educational Studies is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the Department seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Educational Studies prohibits discrimination against any member of the department’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee’s 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

COURSE OBJECTIVES:

Students will:

1. Learn some of the major theories of leadership and how these can be applied to the field of counselor education;
2. Engage in on-going reflection about their own leadership styles, strengths, and areas for growth;
3. Evaluate their own leadership style and demonstrate their leadership style through a series of self-directed projects;
4. Develop and use a website, as a method to learn fundamental technology skills that will be required of future leaders, and as a first opportunity to consider the benefits of e-portfolio;
5. Consider how leaders in other fields integrate their own personality styles with the requirements of leadership and how these experiences might be applied to counselor education;
6. Learn some of the opportunities available for leadership in counseling; and
7. Learn how leadership concepts and principles can be used to advocate for the counseling profession.

TEXTS:**REQUIRED:**

Bennis, W. (2009). *On becoming a leader (4th ed)*. New York: Basic Books

Bennis, W., & Goldsmith, J. (2010). *Learning to lead: A workbook on becoming a leader*. New York: Basic Books.

Gardner, H. (2011). *Leading minds*. New York: Basic Books.

Gerber, R. (2002). *Leadership the Eleanor Roosevelt way*. New York: Penguin.

ADDITIONAL READINGS:

Supplemental readings will be passed out in class. Other readings may be on reserve in the library or on Dr. Haag Granello's website.

COURSE REQUIREMENTS:

1. Attend class regularly, have assignments completed on time, participate in in-class assignments, have reading completed before class and be ready to lead discussions from the reading, and be a regular, appropriate, respectful, and knowledgeable participant in class discussions. Participation at this level, including completing the readings, the journaling, short papers, assessments of leadership, creation of a (at least minimally useable) website, and other class-assigned projects is worth 20% of the grade.
2. The remainder of the grade for this class (80%) will be determined through an individually developed learning contract. Students will determine their projects, the nature of the final product, due date, and method of evaluation, within some general guidelines and with assistance and input from the professor, teaching assistant, and from classmates. Students are encouraged to start their thinking about these projects based on a pre-determined list of activities included in this syllabus, but are strongly encouraged to add other possibilities based both on their own experiences as well as the opportunities that present themselves in the early part of the class. The projects will be uploaded to individually-created websites and will form the beginnings of individual e-portfolios.
 - a. Each student must choose a minimum of two and a maximum of five projects.
 - b. Projects can be completed individually, in dyads, or as a group. However, points awarded for each student must realistically reflect the individual effort that the student puts forth.
 - c. For projects that are not completed individually, at least one of the methods of evaluation must be by other(s) involved in the project.
 - d. All projects completed by an individual cannot be due the same week.
 - e. Final products must be uploaded to the student's website in order to receive credit.
 - f. No project can be worth more than 60 of the 80 total points.
 - g. The professor and the student must both approve and sign the learning contract.

Professional Development and Identity:

As a graduate student in counselor education, you are *required* to develop competencies in professional skills such as writing, presenting, counseling, and conducting research. The standards for this class are compatible with professional guidelines set forth by the American Counseling Association. *Therefore, you will be evaluated on these specified areas as well as other pertinent skills related to counselor education.* As a graduate student at The Ohio State University, you are expected to uphold the highest level of professionalism. Your grade in this course can be *negatively* impacted by poor academic performance, professional judgment, and professional conduct. The instructor reserves the right to deduct points on any individual assignment and on the final course grade, based on the following: (a) poor collaboration with peers; (b) arriving late to class; (c) missing classes; (d) turning assignments in late; (e) inappropriate or unprofessional class performance; and (f) disrespecting instructors, teaching associates, peers, and/or staff.

GRADING POLICY

1. Papers, essays, and other projects must reflect the quality of a professional in the counseling field. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references to support meaningful points. In all papers and projects, work must reflect a respect for diversity, in accordance with the ACA Human Rights Statement on Diversity. In written work, APA style must be followed.

Grading scale: A=94+; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C- = 70-73; D = 60-69; F = 59 & below

ACADEMIC CONDUCT

You are expected, at all times, to act with academic integrity.

"At its core, academic integrity requires honesty. This involves giving credit where it is due and acknowledging the contributions of others to one's own intellectual efforts. It also includes assuring that one's own work has been completed in accordance with the standards of one's course or discipline. Without academic integrity, neither the genuine innovations of the individual nor the progress of a given field of study can adequately be assessed, and the very foundation of scholarship itself is undermined. Academic integrity, for all these reasons, is an essential link in the process of intellectual advancement." (Student Judicial Services at the University of Texas)

The values that underpin the concept of academic integrity go beyond simply not cheating or plagiarizing. Embracing these values mean that you are responsible for your own learning; you have an obligation to be honest -- with yourself and others; and you have the responsibility to treat other students and your professors with respect and fairness.

Per University Rule 3335-31-02, "Each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct." Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University, depending on the seriousness of the offense.

CLASSROOM DECORUM

Please remember to turn off your cell phones during class. Also, for those taking notes on computer, please remember to stay focused, stay on task, and stay off the Internet! Audio recordings of class are not permitted without instructor permission.

SPECIAL ACCOMMODATIONS

If you have a disability that impacts on your learning ability, please inform me early in the semester. It is your responsibility to inform me of disability, how it affects your learning, and the type of accommodations you need. Together, we will work with Office of Disabilities Services to determine the interventions needed. This syllabus is available in alternative formats.

PLEASE TAKE CARE OF YOURSELF!

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766; <http://www.ccs.ohio-state.edu>) for assistance, support and advocacy. This service is free and confidential.

A NOTE ABOUT E-MAIL

I use e-mail daily and will answer routine questions via e-mail. However, before you send me an email with a question, please take a moment to look to see if the answer is in your syllabus or on the website. If you send me an e-mail, I will respond within 48 hours. If I haven't responded by then, chances are the e-mail is lost in my "junk mailbox" -- please send a second request or make a phone call. Thank you.

TENTATIVE TOPICS AND ASSIGNED READINGS

Section I: Understanding Basic Leadership Concepts and Theory

September 2 TOPIC: *Introduction to Leadership Principles*
 TOPIC: *Understanding the Learning Contract*
Reading due: Bennis, Chapters 1-4

September 9 TOPIC: *How do I begin to envision myself as a leader?*

Start thinking about...what kind of leader do you want to be?
 Consider meeting with your advisor, mentor, someone from your M.A. program, someone from work, others in the profession – what sort of leadership projects can you envision for yourself? What do you need to do to grow? What is needed in the profession? What advice or recommendations do these individuals have for you?

Complete the Learning Styles Inventory (under student resources) at
<http://all.successcenter.ohio-state.edu>

Complete the “Mission Builder”
<http://www.franklincovey.com/tc/resources/view/msb/>

Reading due: Go to Dr. Granello’s website and read the articles on e-portfolios
Exercises due: Bennis & Goldsmith, exercises in chapter 1

September 16 TOPIC: *Basic Leadership Concepts*
Reading due: Bennis, Chapters 5-8
Exercises due: Bennis & Goldsmith, Chapter 2 & 3
 Bring to class completed exercise, pp. 34-35; 41-43

Discussion facilitators
 Bennis Chapters 5-8

_____ J.P. _____

_____ Lisa _____

Bring to class: First draft of proposed learning contract
 Decide on categories, not specific projects.
 Turn in a rough draft that considers how these types of projects will either play to or enhance your strengths (don’t have it finalized yet – be flexible!)

- October 21 TOPIC: *Leadership as a Multi-Faceted Concept*
Reading due: Leadership articles, discussion led by individual who selected reading
 Discussion of 4 of the articles from your classmates
- | | |
|------------------------|----------------|
| Discussion facilitator | <u>Kaden</u> |
| Discussion facilitator | <u>Sean</u> |
| Discussion facilitator | <u>Matt</u> |
| Discussion facilitator | <u>Jessica</u> |
- Supplemental reading: “Social Justice as the Fifth Force in Counseling”

Section III: Leadership Opportunities in Counselor Education

- October 28 Leadership through Teaching
- November 4 Leadership through Service
 The Role of Leaders in Counselor Education
 Supplemental reading due: Chapter 2 in *Leaders & Legacies: Contributions to the Profession of Counseling*
- NOVEMBER 5-7 – ALL OHIO COUNSELORS CONFERENCE
 OSU RECEPTION, Thursday night at 7pm
- November 11 Class cancelled - university closed
- November 18 Leadership through Scholarship
 Supplemental reading due from *Professional Counseling Excellence through Leadership & Advocacy*: “Advocacy & Leadership through Research Best Practices”
- November 25 No class
- December 2 Leadership in Counselor Education
 Supplemental reading due from *Professional Counseling Excellence through Leadership & Advocacy*
- December 5 Last date for leadership projects to be turned in
- December 9 Sharing of Leadership e-portfolios

Information taken from: **USING LEARNING CONTRACTS IN THE COLLEGE CLASSROOM**
by Joseph R. Codde, Ph.D., Associate Professor, Michigan State University

"Contract learning is, in essence, an alternative way of structuring a learning experience: It replaces a content plan with a process plan." Malcolm S Knowles (1991, p.39).

Contract learning solves, or at least reduces, the problem of dealing with wide differences within any group of adult learners. Characteristically, in our field we get people with widely varying backgrounds, previous experience, interests, learning styles, life patterns, outside commitments, and learning speeds. Didactic teachers usually cope with this situation by "aiming at the middle," with the hope that those at the lower end will not get too far behind and that those at the upper end will not get too bored (Knowles, 1980). The solution is to help students structure their own learning. We can meet the needs of these widely varied students by the use of learning contracts.

Simply stated, the learning contract specifies what is to be learned, how it is to be learned and how learning will be verified (Fox , 1983). According to Knowles (1986) a learning contract typically specifies:

1. the knowledge, skills, attitudes, and values to be acquired by the learner (learning objectives);
2. how these objectives are to be accomplished (learning resources and strategies);
3. the target date for their accomplishment;
4. what evidence will be presented to demonstrate that the objectives have been accomplished;
5. how this evidence will be judged or validated. In academic settings the contract also specifies how much credit is to be awarded and what grade is to be given.

There are a number of learning principles involved, including:

1. the learner has both choice and voice in selecting alternatives for meeting learning objectives (the learner is more apt to become totally involved in a project which he or she has helped select and plan);
2. the learner is given opportunities to exercise responsibility through making commitments to complete personal learning goals;
3. personal involvement in learning is stressed through individualized and independent learning activities;
4. the instructor refrains from giving excessive directions
5. the differential learning styles of students are considered in providing alternatives to learning;
6. competition with self is stressed over competition with others, and cooperation with others becomes an acceptable peer learning activity;
7. the learner feels a sense of freedom from the threat of failure;
8. the learning task falls within the learner's range of challenge -- that area where the task is neither too easy nor too difficult and the probability for success is good, but not certain;
9. there are opportunities for novel and stimulating learning experiences;
10. at least some of the purposes, objectives, and expectations of the course are defined in behavioral terms which clarify the learning task;
11. progress in learning depends to a considerable extent on how the learner perceives (through reinforcement or encouragement) the appropriateness of his or her efforts to accomplish the learning objectives, rewarded behaviors are naturally more likely to be repeated;
12. the learner receives feedback on the appropriateness of his or her efforts through the facility he has gained in self-evaluation;
13. learning is generalized to other life situations (generalization is most likely to occur when the learner has achieved the intrinsic reward of feeling a sense of self-satisfaction in achieving his or her objectives).

The Learning Performance Contract

Number of potential points 80

List of Projects	Completion Date	Potential Points	Individual or Team
A.			
B.			
C.			
D.			
E.			

Answer each of the following for each project:

Project learning goals (what I want to learn):

Strategy (or steps) I will use to fulfill my project goals or manage my learning:

Project outcome (how I will demonstrate what I have learned):

Project deadline (when the artifact or evidence will be posted to the website):

Specific, observable, and measurable criteria that can assess the quality of the project outcomes (Most projects should have, at a minimum, self and professor evaluations. Also consider the addition of peer evaluations)

What allowances will you make for the project to develop into something unanticipated? In other words, how will you allow your original outcome to fail, or for the project to morph into something that you couldn't have anticipated and to still make sure there is important learning for you?

Potential Projects for the Learning Contract

PROJECTS with the potential to earn up to 60 points

1. Journal article – write an article on leadership in counseling, or some aspect of the profession.
2. Legislative work – advocate for counseling or mental health or rehabilitation, or some other aspect of the field. The level of advocacy will determine the number of points awarded.
3. Prepare a presentation or workshop for master’s level practitioners and make arrangements to deliver it sometime during the spring semester.
4. Develop media project/PSA/ or way to get information to the public about some aspect of mental health or counseling

PROJECTS with the potential to earn up to 40 points

5. Develop, administer, and write up the results of a survey or questionnaire or other research project to survey professionals in the field regarding leadership
6. Job shadow – make arrangements and shadow a leader, either at the university, in the community, or in the counseling profession and provide evidence of what you’ve learned.
7. Take on a leadership role in a project or committee for OCA/OSCA/ACA/ASCA Franklin County Mental Health, etc.
8. Develop a program through the local, state, or national Chi Sigma Iota on developing leaders in counselor education
9. Organize a student focus group to conduct research on some aspect of leadership in counseling
10. Organize Red Cross crisis training for students to become trained as crisis workers
11. Interview a community leader and submit evidence of your work
12. Write an article for *Counseling Today* or some other paper in the field on leadership/how to be an advocate, etc.
13. Develop a flyer or brochure around an issue for OCA or OSCA
14. Provide leadership in mental health to an undergraduate organization
15. Provide training in mental health for RAs
16. Assist an agency with a grant, or conducting research
17. Interview a counseling leader and submit evidence of your work
18. Get involved in political or legislative advocacy
19. Develop a program, or flyers, or a video for persons interested in joining a counseling program
20. Develop a resource guide for on-site supervisors
21. Develop a website on leadership in counseling

PROJECTS with the potential to earn up to 20 points

22. Prepare a presentation to submit for OCA/NCACES/ACES/ACA/ASCA
23. Complete an academic genogram of leadership
24. Read a book on leadership and write a paper
25. Read a biography/autobiography and write a paper
26. Volunteer for a counseling association
27. Write a book review on *Leaders & Legacies* (or some other leadership book) and submit it for publication
28. Select a mentor and develop a mentoring plan
29. Be a mentor to a newer professional and develop a mentoring plan
30. Prepare a brief summary of an issue before the legislature that affects counseling, school counseling, or mental health

References (books only) – there are many more – this list is just for brainstorming!

General References on Leadership (many of these are from business)

- Bennis, W. (2003). *On becoming a leader*. Cambridge, MA: Perseus.
- Bennis, W., & Goldsmith, J. (2003). *Learning to lead: A workbook on becoming a leader*. New York: Basic Books.
- Covey, S. R. (1989). *The seven habits of highly effective people*. New York: Simon & Schuster.
- Daft, R. L. (1999). *Leadership: Theory and practice*. Orlando: Harcourt.
- Gardner, H. (1995). *Leading minds*. New York: Basic Books.
- Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal leadership: Learning to lead with emotional intelligence*. Boston: Harvard Business School Press.
- Greenleaf, R. K. (1977). *Servant leadership*. Mahwah, NJ: Paulist Press.
- Loeb, M., & Kindel, S. (1999). *Leadership for dummies*. New York: Wiley.
- Kotter, J. P. (1996). *Leading change*. Boston: Harvard Business School Press.
- Kouzes, J. M., & Posner, B. A. (2003). *Credibility: How leaders gain and lose it, why people demand it*. San Francisco: Jossey-Bass.
- Kouzes, J. M., & Posner, B. A. (2002). *Leadership: The challenge*. San Francisco: Jossey-Bass.
- Kouzes, J. M., & Posner, B. A. (2003). *Leadership: The challenge: Workbook..* San Francisco: Jossey-Bass.
- Maxwell, J. C. (2002). *The 21 irrefutable laws of leadership: Workbook*. Nashville: Thomas Nelson Publishers.
- Maxwell, J. C., & Ziglar, Z. (1998). *The 21 irrefutable laws of leadership*. Nashville: Thomas Nelson Publishers.
- McKee, A., Boyatzis, R., & Johnston, F. (2008). *Becoming a resonant leader*. Boston: Harvard Press.
- Quinn, R. E. (2004). *Building the bridge as you walk on it*. San Francisco: Jossey-Bass.
- Ulrich, D., Zenger, J., & Smallwood, N. (1999). *Results-based leadership*. Boston: Harvard Business School Press.
- Wheatley, M. J. (1999). *Leadership and the new science: Discovering order in a chaotic world*. San Francisco: Berrett-Koehler.

Biographies, Autobiographies, and Wisdom from Leaders

- Axelrod, A. (2000). *Elizabeth I, CEO: Strategic lessons from the leader who built an empire*. Paramus, NJ: Prentice-Hall.
- Crocker, H. W. (2000). *Robert E. Lee on leadership*. Roseville, CA: Random House.
- Gerber, R. (2002). *Leadership the Eleanor Roosevelt way*. New York: Penguin.
- Guiliani, R., & Kurson, K. (2002). *Leadership*. New York: Miramax.
- Harari, O. (2002). *The leadership secrets of Colin Powell*. New York: McGraw Hill.
- Morrell, M., & Capparell, S. (2001). *Shackleton's way*. New York: Penguin.
- Neff, T. J., & Citrin, J. M. (2001). *Lessons from the top: The 50 most successful business leaders in America –and what you can learn from them*. New York: Doubleday.
- Roberts, W. (1987). *Leadership secrets of Attila the Hun*. New York: Warner.
- Vrato, E. (2002). *Counselors: Conversations with 18 courageous women who have change the world*. Philadelphia: Running Press.

Leadership in Counselor Education

- Chang, C. Y., Minton, C. A. B., Dixon, A. L., Myers, J. E., & Sweeney, T. J. (2012). *Professional counseling excellence through leadership and advocacy*. New York: Taylor & Francis
- West, J. D., Osborn, C. J., & Bubenzer, D. L.(Eds.). (2003). *Leaders and legacies: Contributions to the profession of counseling*. New York: Brunner-Routledge.