

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number: SW 393T

Unique No.:60910

Semester: Spring 2019

Meeting Time: Monday 5:30-8:30 p.m.

Meeting Place: SSW-2.112

Instructor: Michael Lauderdale, Ph.D.

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Office Hours: 9-12 am Fri.

Leadership in Human Services Systems

I. Course Description

Driven to enhance the wellbeing of individuals, families, and communities, human service organizations rely on competent and skilled workers—at all levels—to exercise leadership skills. At the same time, these organizations are faced with a host of challenges spawned by rapidly changing economic, political, social, and technological environments. This course is an in-depth study of:

- (1) leadership and communication strategies to foster change, innovation, and learning in multiple settings;
- (2) theories and models of effective leadership and organizational management; and
- (3) tools to enhance one's own leadership development and effectiveness.

Specifically, the course focuses on theories and strategies for effective leadership to inspire, influence, and create change; align individuals, groups, and communities to action; and bridge differences and foster inclusivity. This educational experience also provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote social work values; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients in a variety of settings. Strategies to combat discrimination, oppression, and economic deprivation are examined, as well as those that promote social and economic justice in organizations and community environments. Course readings, assignments, and activities are interdisciplinary and grounded in social work knowledge and practices.

II. Course Objectives

By the end of the course students will be able to demonstrate:

1. Critique organizational processes from an eco-systems perspective as well as specific strategies for effectively leading others based on social work values, ethics, and social and economic justice;
2. Analyze the role of leader within multiple settings to distinguish critical skills and strategies for leadership at all levels, including board members, the management team, supervisors, and direct service staff in human service organizations;
3. Critically examine and apply theories of leadership and organizational management within the context of human service organizations;

4. Analyze value dilemmas and ethical issues in the leadership and management of human service organizations;
5. Develop and practice leadership and communication skills to enhance one's toolkits to inspire, influence, and create change, align others to action, and
6. Learn leadership skills to bridge differences and foster inclusivity across age, race, gender, social class, culture, ethnicity, religion, sexual orientation, national origin, or physical and mental ability.

III. Teaching Methods

Lecture, readings, instrumented training and simulations. The format will be lecture and discussion with individual assessment of knowledge and skills, group problem solving exercises and case study analyses. Regular class attendance and participation is **required**.

The nature of the content of this course is such that days cannot be "made up" nor can presentations and due date for assignments be changed.

IV. Course Textbooks

Recommended

Morgan, Gareth. 2006 *Images of Organizations*. Los Angeles, Ca.: Sage.

Recommended

Lauderdale, Michael L., 1999. *Reinventing Texas Government*. Austin, Texas.: University of Texas Press.

Additional handouts will be provided as well as selected contemporary readings. Students are responsible for all readings as assigned. Specific note will made of optional readings. Students will be asked on occasion to bring representative material from their work and other experiences to class.

V. Course Requirements

		Dates
Class Exercises and Participation	50 points	Each Class
Presentation	100 points	TB Scheduled
Final Paper	100 points	Apr. 27
Total Possible Points:	250 points	

This course examines the development of human resources in an organizational context. The roles, functions and responsibilities of human services managers, including supervisors and consultants in human service agencies are covered. Particular attention is directed toward working with a culturally diverse workforce and client groups to promote a high quality of work life so that services can be provided justly, equitably, efficiently and effectively. Topics to be covered will include:

- recruitment and hiring practices,
- training and staff development,
- management and executive development,
- professional continuing education and certification issues,

- the role of technology in training and development,
- gender, cultural and ethnic issues in resource development,
- compensation and benefits,
- state federal regulations and issues of equal opportunity.

The course will use data acquired in the last two years, 2017-2018 and with a database on state agencies that goes back to 1979 on state agencies. While we have data on agencies in other states as well as non-state agencies we will use the Texas database. Texas requires all state agencies to collect agency performance data against the criteria that we create with the agencies, state leadership and the legislature. The surveys are intended to help agencies gather and use data from employees about their thinking of the adequacy of the organization and needed improvements. These data are coupled with other data from several agencies on how customers/clients view the agencies and internal leadership data will collect through 360 assessments.

The data collection and the class are based on contemporary thinking on how organizations are constructed, a variety of ethical, cultural and legal issues, the impact and use of technology and careful assessment of the changing economy and demography of Texas. Texas is a fast growing state and rapidly changing its economy from agriculture and oil to manufacturing including high technology. It is the leading export state in the nation.

Part of the export profile comes from being a border state and the functioning of NAFTA. Texas' leading export customer is Mexico. But having Mexico as a neighbor presents complexities. Organized crime and violence has risen to very high levels and Mexico using the measure of homicides is the 5th most violent nation in the world. Mexicans are heavily dependent of securing work in the United States and most occurs in Texas. This causes competition from American labor as well as American employers exploiting the Mexican labor. Organized crime is a force in almost every state in Mexico and two of the Mexican states that border Texas, Chihuahua and Tamaulipas are among the more violent states. There is a continual concern with violence including drug and human trafficking crossing over. IH 35 is said by the Drug Enforcement Agency to be the major route of illegal drugs coming into the United States and have made estimates as high as 100 billion dollars of illegal drugs being shipped each year. Since about 2014 a new factor has been the attempted immigration of children from Central America into Texas. That summer about 50,000 children crossed, mainly in the lower Rio Grande Valley, and presented themselves as child welfare cases. These children did not speak English, had low educational levels as well as lacking needed immunizations. At that point Texas had 30,000 child welfare cases and this created a continuing crisis.

Through these and other challenges the population of Texas continues to grow. It is one of the more favored states for Americans to migrate to and continues to develop a more diversified economy. It is 90% urban with substantial challenges in rising costs of living, basic and higher education, transportation and communications development and income inequality.

During this course we will look at some of these unique challenges that are presented to health, human service, public safety and corrections agencies. The emphasis will be upon understanding these problems and how state agencies can become more effective in achieving important goals.

The class will be developed into small teams analyze agencies and the data on them, meet with officials of the agencies and some members of the legislature.

VI. Class Policies

Attendance is required and participation is an important aspect of classwork and evaluation. Classroom activities include handling complex analytical issues demonstrating knowledge and skills in communication, persuasion and effective leadership. **All readings and assignments must be completed by due dates and schedules for all aspects including examinations will not be altered.**

Class Assignments

Each two class members will be assigned one of the first 6 chapters from the text and dates on the syllabus and will have the lead responsibility of overviewing that reading to the seminar participants and leading a discussion of the implications and applications of the reading.

Teams of two class members will have the responsibility of preparing an agency resource overview of a selected Texas agencies. The overview will include a description of the agency including its purpose, the number of employees, the address, the names of the executive director or commissioner and all board members, the number of human resource personnel, the current budget and a brief detailing of challenges to the agency.

VII. Grading

94.0 and Above	A
90.0 – 93.999	A-
87.0 – 89.999	B+
84.0 – 86.999	B
80.0 – 83.999	B-
77.0 – 79.999	C+
74.0 – 76.999	C
70.0 – 73.999	C-
67.0 – 69.999	D+
64.0 – 66.999	D
60.0 – 63.999	D-
Below 60.0	F

VIII. University Policies

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks.

Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to

maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, interpersonal violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The

University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. Course Schedule

Schedule of Topics

Date	Topic	Reading Assignment
Jan 28	Overview of course, assignments, schedules and responsibilities. Lecture on the Role of the A&P graduate in leading efforts of organization development. Team Formation.	Students will receive specific assignments for presentation from text and supplemental readings.
Feb 4	Organizations and Theory-Texas Innovations	General Orientation to the course and Team Assignments and Team Leadership handout
Feb 11	Organizational Properties, Design and Change-Organizations as Organisms	Presenting the several decades efforts of the State of Texas to improve the functioning of state agencies Including the Survey of Organizational Excellence, Customer Satisfaction, 360 Assessments and related efforts. Selected handouts from Lauderdale: Re-inventing Texas Government
Feb 18	Learning Organizations	Chapter 1—Introductions and Images of <i>Organizations</i>
Feb. 25		Chapter 2— <i>Mechanical Thinking</i> Chapter 3— <i>The External Environment</i>
Mar. 4		Chapter 4— <i>Manufacturing, Service, and Advanced Information Technologies in Organizations</i> Chapter 5— <i>Discovering Organization Needs</i>
Mar 11		Chapter 6— <i>Designing Organization Structure</i> Chapter 7— <i>Contemporary Designs for Global Competition</i>
Mar 18		Spring Break
Mar 25		Chapter 8— <i>Innovation and Change</i> Chapter 9— <i>Information Technology and Organizational Control</i> Chapter Data Collection
Apr 1		Data Collection
Apr 8		Data Collection
Apr 15		Research Presentations
Apr 22		Research Presentations
Apr 29		No Class
May 6		Research Presentations
May 13		Research Presentations

OUTLINE OF FINAL REPORT

Approximate number of pages	Section
2	Executive Summary
1	Overview of Problem
2	Agency Setting
2	Research Question/s
4	Literature Review
5	Research Design
	Sampling
	Measures
	Data Collection Procedures
	Analysis
5	Results
2	Discussion
3	Conclusions and Recommendations
4	References
	Appendixes

Agencies

Human Services

Protective Services

TJJC

TEC

TxDoT

Texas Rehab

Insurance Commission

TX Department of Public Safety

Criminal Justice