THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number:	SW 393T16 PA 388L	**Instructor:**	David W. Springer, PHD, LCSW
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Semester:	Spring 2016	**Phone:**	(512) 471-0512
Meeting Time:	Mondays 5:30pm to 8:30pm	**Office Room:**	SRH 3.328 SSW 3.130E
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SOCIAL WORK LEADERSHIP IN HUMAN SERVICE SYSTEMS
(Formerly: Social Work Leadership in Human Service Organizations)

COURSE DESCRIPTION

Driven to enhance the well-being 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. As a required component of the Community and Administrative Leadership Concentration, 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 that 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 become aware of personal values; develop, demonstrate, and promote social work values; and analyze ethical dilemmas and the ways in which those affect practice, services, and clients in a variety of settings. The course examines strategies to combat discrimination, oppression, and economic deprivation, as well as those that promote social and economic justice in organizations and community environments. Course readings, assignments, and activities are interdisciplinary, while grounded in social work knowledge and practices.

COURSE OBJECTIVES

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

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; **CAL/APB1; CAL/APB2**

2. Analyze the role of leadership 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; **CAL/APB1**

3. Critically examine and apply theories of leadership and organizational management within the context of human service organizations; **CAL/APB7**

4. Analyze value dilemmas and ethical issues in the leadership and management of human service organizations; **CAL/APB2**

5. Develop and practice leadership and communication skills to enhance students' toolkits to inspire, influence, and create change and to align others to action; **CAL/APB10a**

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. **CAL/APB2; CAL/APB10a**

The Council on Social Work Education (CSWE) has continuously accredited the School of Social Work since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be found in the Student Handbook.

EP2.1.1 Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

CAL/APB1 Evaluate professional roles and boundaries

Objectives 1, 2

Assignments: Discussion Forum, Personal Leadership Development Plan, Strengths Finder Inventory, Personal Theory of Leadership Paper, Oral Presentation of Leadership Theory or Topic, Oral Presentation of Personal Theory of Leadership, Class Attendance, and Participation

EP2.1.2 Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

CAL/APB2 Refine ability to manage value differences and ethical dilemmas

Objectives 1, 4, 6

Assignments: Discussion Forum, Personal Leadership Development Plan, Personal Theory of Leadership Paper

EP2.1.7 Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-

being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

> **CAL/APB7** Synthesize and select human behavior and the social environment theories to develop effective macro interventions
>
> Objective 3
>
> Assignments: Strengths Finder, Personal Theory of Leadership Paper, Oral Presentation of Leadership Theory or Topic, Oral Presentation of Personal Theory of Leadership

EP2.1.10a Engagement

> **CAL/APB10a** Engage with key stakeholders through active listening and constructive dialogue
>
> Objectives 5, 6
>
> Assignments: Discussion Forum, Personal Leadership Development Plan, Strengths Finder, Oral Presentation of Leadership Theory or Topic, Oral Presentation of Personal Theory of Leadership, Class Attendance and Participation

OVERVIEW OF COURSE REQUIREMENTS

Assignment	Requirement	Due Date	Total Points
Discussion Forum *(Group assignment)*		• Due every class. • Group discussions completed in class on readings and key topics	**10**
Leadership Growth and Development Plan *(Individual assignments)*	**Personal Leadership Development Plan**	• Due Monday, 2/8.	**10**
	Strengths Finder Inventory	• Due Monday, 2/15.	**10**
	Personal Philosophy of Leadership	• Due Monday, 5/2.	**20**
Oral Presentation of Leadership Theory *(Group assignment)*		• Due dates vary by student team.	**20**
Oral Presentation of Personal Philosophy of Leadership (*Individual assignment*)		• Due in class, Monday 4/25 & 5/2.	**20**
Class Attendance and Participation		• Weekly	**10**
Total			**100**

NOTE:

All assignments are due according to the dates specified above. Late assignments may be accepted, but at the discretion of the professor and with a point penalty (see below).

DESCRIPTION OF COURSE REQUIREMENTS

Discussion Forum *(CAL/APB1; CAL/APB2; CAL/APB10a)*

At the start of each class, students are required to work in assigned groups to (a) unpack the critical issues and (b) generate questions for class discussions based on the readings. Groups will have 30 minutes to complete this in-class assignment. A minimum of ten critical forums will take place over the semester. This is worth 10 points total.

Leadership Growth and Development Project

The Leadership Growth and Development Project is designed to promote individual leadership skills as well as knowledge and experiences with professional growth and development. During the semester, students are required to submit three interrelated assignments:

1. *Personal Leadership Development Plan (CAL/APB1; CAL/APB2; CAL/APB10a)* – The purpose of this first paper is to identify a personal area of your life that you wish to enhance or gain insight on during this semester, OR a professional issue in an organization or in the community that you would like to address. Once you identify the issue, design a targeted, small-wins development plan that you can focus on throughout the course. You should seek approval from the professor for the plan. As part of your plan, by the end of the semester you will create a unique and personal leadership vision or model that will guide and inspire your journey (see #3 below). This assignment should be 4 double-spaced pages (using 12-point font and one-inch margins), and is worth 10 points. **DUE DATE: February 8th.**

2. *Strengths Finder Inventory (CAL/APB1; CAL/APB7; CAL/APB10a)* - The Strengths Finder website (www.strengthsfinder.com) accompanies the required text *Strengths Finder 2.0*. Use the access code in the back of the book to complete the online assessment of your strengths (this should take about 30 minutes) and use the report generated to inform your paper. Focus on your top five themes and the recommended actions that accompany those themes, with particular thought given to how you will work to integrate those top five themes into your growth as a leader. The paper should be no more than 5 double-spaced pages (not including references, using 12-point font and one-inch margins). APA 6th edition format is required for any in-text citations and references. This assignment is worth 10 points. **DUE DATE: February 15th.**

3. *Personal Philosophy of Leadership (CAL/APB1; CAL/APB2; CAL/APB7)* - The final paper represents a culmination of your learning in this course through the lens of your personal leadership philosophy. The purpose of this assignment is to *transfer* your learning from the Personal Leadership Development Plan:

   a. from a personal level to a macro level (e.g., in organizations, communities, policy settings); **or**

   b. from a course-specific personal leadership development plan to a longer-term development plan.

The Personal Philosophy of Leadership Paper should address the following:

- Clearly describe your personal philosophy of leadership.
- Examine how your personal philosophy of leadership informed or guided your personal/professional development plan (i.e., the small-wins project). In other words, reflect upon and integrate your thoughts, values, and actions.
- Explore how you envision your personal philosophy of leadership informing your work at the macro level or your long-term leadership development and growth (see *a* and *b* above).

You are required to use theory, course readings, and empirical research to guide and deepen your analysis and discussion. Most importantly, be creative, authentic, and deeply insightful. The final integrative application paper should be no more than 10 double-spaced pages (not including references). APA format, 6th edition, is required for any in-text citations and references. This paper is worth 20 points. **DUE DATE: May 2nd.**

Oral Presentation of Assigned Leadership Theory (*CAL/APB2; CAL/APB7; CAL/APB10a*)

Students will work in small teams to prepare an oral presentation on one leadership theory to the class. Each presentation will be approximately 30-40 minutes in length, and this may include small group activities, small group or class discussion, and so on. Student teams are expected to take the lead on teaching one leadership theory to the rest of the class.

The pool of theories from which we will select are: Transformational; Transactional; Servant; Authentic, Path-Goal, Trait-Based; Leader-Member Exchange, Emotional Intelligence, and Systems Leadership.

The presentation may cover the following about the theory: Description; Historical Basis and Key Figures; Characteristics of the Theory; Strengths and Criticisms of the Theory; and an Application or Case Study.

Students may use visual aids such as PowerPoint, Prezi, or short video clips. This is worth 20 points.

Oral Presentation of Personal Philosophy of Leadership (*CAL/APB1; CAL/APB7; CAL/APB10a*)

We will devote two class sessions (April 25th and May 2nd) so that each student can briefly present the key components of their Personal Philosophy of Leadership. Each presentation will be approximately 5 minutes in length, but this time frame may be adjusted based on the final course enrollment. At a minimum, students should share their personal philosophy of leadership and how this will inform their personal and/or professional growth as a leader. You should include at least one real life example of how your leadership philosophy recently guided you in your professional or personal development (e.g., the small-wins project, an experience in field). You are strongly encouraged to use visual (e.g., PowerPoint, Prezi) and auditory (e.g., music) aids in your presentation to effectively capture the narrative of your personal leadership philosophy in a compelling manner. If it is useful, you may use an overarching question to frame your presentation (e.g., *How am I a person of influence? What will my thumbprint be as a leader?*). The oral presentation is worth 20 points. **DUE DATES: April 25th and May 2nd.**

Class Attendance and Participation (*CAL/APB1; CAL/APB7; CAL/APB10a*)

At the end of the semester, I will judge your overall contribution to class discussion. Your participation grade will be based on your: (a) familiarity with readings; (b) ability to hear and understand what others say; (c) ability to express yourself clearly; (d) ability to synthesize the thoughts of others to form new insights, conclusions, or questions; (e) ability to disagree constructively; and (f) cooperation in building a stimulating and supportive intellectual atmosphere in class. In part, students will demonstrate these skills and abilities through the critical issue class forums. Class attendance and participation is worth 10 points. **DUE DATE: Every Monday!**

COURSE PREREQUISITES

Admission to the graduate program in social work or by special permission.

REQUIRED TEXTS & READINGS

Rath, T. (2007). *Strengths Finder 2.0.* New York, NY: Gallup Press.

Schwartz, B., & Sharpe, K. (2010). *Practical wisdom: The right way to do the right thing.* New York: Riverhead Books.

All other Required Readings for this course can be found posted on Canvas.

OPTIONAL TEXTS & READINGS

Burghardt, S., & Tolliver, W. (2010). *Stories of transformative leadership in the human services: Why the glass is always full.* Los Angeles, CA: Sage.

Isaacs, W. (1999). *Dialogue and the art of thinking together.* New York, NY: Doubleday.

Schmitz, P. (2012). *Everyone Leads: Building Leadership from the Community Up.* San Francisco, CA: Jossey-Bass.

GRADING CRITERIA FOR WRITTEN ASSIGNMENTS

The following criteria will be used to grade written projects that comprise the Leadership Development Plan (Strengths Finder Inventory, Personal Leadership Development Plan, and Personal Philosophy of Leadership):
   A. **Completeness and Thoroughness**. Have all major components of the assignment been considered, understood, and successfully applied with supporting documentation?
   B. **Organization and Clarity**. Does the paper reflect professional-quality work? Is it well organized and written in a logical manner? Are there appropriate transitions and subheadings used to guide the reader? Are sentence structure, syntax, and grammar correct? Are references properly cited?
   C. **Originality**. Does the writing demonstrate the use of analytical skills in a way that indicates critical analysis above and beyond mere description of the assignment components?

GRADING SCALE

94.0 and Above	A	
90.0 to 93.999	A-	
87.0 to 89.999	B+	
84.0 to 86.999	B	
80.0 to 83.999	B-	
77.0 to 79.999	C+	
74.0 to 76.999	C	Please note that you will not earn credit for MSSW courses if your
70.0 to 73.999	C-	final grade falls below a 'C'. You must earn a 'C' or above for credit
67.0 to 69.999	D+	to be given for the course.
64.0 to 66.999	D	
60.0 to 63.999	D-	
Below 60.0	F	

THE UNIVERSITY OF TEXAS CODE OF CONDUCT. 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 IN CLASS. 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

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 (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) 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 that 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/).

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, an examination, a work assignment, or a 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.

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). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed in person. For more information, visit http://www.utexas.edu/diversity/ddce/ssd/.

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. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at https://www.utexas.edu/student-affairs/policies/title-ix**.**

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 to keep the university informed about changes to their 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 http://www.utexas.edu/its/policies/emailnotify.php.

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 among 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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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.

USE OF CANVAS IN CLASS

In this class the professor uses Canvas—a Web-based course management system with password-protected access at http://canvas.utexas.edu — to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to share other resources.

FEEDBACK STATEMENT

During this course the professor will ask students to provide feedback on their learning in informal as well as formal ways, including through anonymous surveys about how the professor's teaching strategies are helping or hindering student learning. It is very important for the professor to know the students' reactions to what is taking place in class, so students are encouraged to respond to these surveys, ensuring that together the professor and students can create an environment effective for teaching and learning.

CLASSROOM PRACTICES

Students are expected to attend class sessions regularly and to participate in an interactive framework between students and the professor. Students are expected to **complete the readings prior to class**, and should be well prepared to participate in discussions and learning assignments. Failure to regularly attend the class and demonstrate through discussions and crucial issue class forums that one has comprehended the readings will be considered in assigning the final grade. Students will be allowed **one (1) unexcused absence (freebie).** In cases where a student misses more than the allotted one freebie, the professor reserves the right to lower that student's final grade by one point for each class missed beyond the one freebie. In extenuating circumstances of absence, students are to notify the professor. Students are responsible for any material missed due to absences.

Except in the case of extreme emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty**. Students are expected to turn in all required assignments on the agreed upon due date **at the beginning of class.** Assignments turned in after class starts will be considered late. If accepted, late assignments will be assessed point penalties at the rate of 10% of the assignment's point value each day it is late. If the due date is a problem, then the student should see the professor and negotiate another due date well in advance.

Students are encouraged to contribute to ask questions during class time and contribute to class discussion. If further assistance or guidance is needed, students are encouraged to visit the professor during office hours or make an appointment. Students also can feel free to contact the professor via email with questions, comments, or feedback. Emails and telephone calls will be returned in a timely manner based on the instructor's availability.

The *Publication Manual of the American Psychological Association,* 6th edition, is the preferred style manual in this course. Appropriate referencing is required on all written assignments. Unless otherwise specified, all written assignments should use 12-point font, one-inch margins, be double-spaced, and turned in as a final hardcopy.

DETAILED COURSE SCHEDULE & READINGS

Note: All readings are to be completed prior to the scheduled session date. All readings not in required texts are available on Canvas.

Date	Readings and Assignments Due
Session 1: Class Introduction	
Jan. 25th	*Introductions, Class Overview, and Review Syllabus*
Session 2: : Overview of Leadership	
Feb. 1st	*Required Readings:* Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual Review of Psychology, 60,* 421-449. Kelly, J. J., & Clark, E. J. (2009). [Chapter 4]. In Leadership lessons from Whitney M. Young, Jr. (pp. 15-25). Fort Worth, TX: National Association of Social Workers. Kotterman, J. (2006). Leadership versus management: What's the difference*? The Journal for Quality & Participation.*
	Assignments Due: • Discussion Forum (Monday in class)
Session 3: Overview of Leadership (continued)	
Feb. 8th	*Required Readings:* Part I of *Practical Wisdom* Gil, R. (2006). Current thinking about leadership: A review and critique (Ch. 2). In *Theory and Practice of Leadership.* Van Slyke, D. M., & Alexander, R.W. (2006). Public service leadership: Opportunities for clarity and coherence. *The American Review of Public Administration, 36*, 362-374.
	Assignments Due: • Discussion Forum (Monday in class) • Personal Leadership Development Plan

Session 4: Personal Leadership Development	
Feb. 15th	*Required Readings:* Rath, T. (2007). *Strengths Finder 2.0.* Dunning, D., Johnson, K. Erlinger, J., & Kruger, J. (2003). Why people fail to recognize their own incompetence. *Current Directions in Psychological Science, 12*(3), 83-87. Homan, M. S. (1999). Things to know about yourself. Springer, D. W. (2014). Memo on vision of leadership for the RGK Center.
	Assignments Due: • Discussion Forum (Monday in class) • Strengths Finder Inventory
Session 5: Transformational and Transactional Leadership	
Feb. 22nd	*Required Readings:* Kuhnert, K.W., & Lewis, P. (1987). Transactional and transformational leadership: A constructive/development analysis. *The Academy of Management Review, 12*(4), 648-657. Northouse, P.G. (2013). Transformational leadership (Ch. 9). *Leadership: Theory and practice* (6th ed.). Sage.
	Assignments Due: • Discussion Forum (Monday in class) • Student presentations on Transformational and Transactional Leadership
Session 6: Servant and Authentic Leadership	
Feb. 29th	*Required Readings:* Part II of *Practical Wisdom* George, B., Sims, P., McLean, A. N., & Mayer, D. (2007). Discovering your authentic leadership. *Harvard Business Review*, 85(2), 129-130, 132-128, 157. Schmidt, M. (2013). Servant leadership culture builds efficient and results-oriented teams. *Quality Progress, 46*(11), 38-43. Spears, L. C. (2002). Tracing the past, present, and future of servant-leadership. In L. C. Spears & M. Lawrence, *Focus on leadership: Servant-leadership for the twenty-first century.*

	Assignments Due: • Discussion Forum (Monday in class) • Student presentations on Servant and Authentic Leadership
Session 7: Trait, Path-Goal and LMX Leadership	
Mar. 7th	*Required Readings:* Knight, A. P., Shteynberg, G., & Hanges, P. J. (2004). Path-Goal Analysis. In G.R. Gethas, G, J. Sorenson, & J. M. Burns (Eds), *Encyclopedia of Leadership* (Vol. 3, pp. 1164-1169), Thousand Oaks, CA: SAGE Reference. Lunenburg, F. (2010). Leader-Member Exchange theory: Another perspective on the leadership process. *International Journal of Management, Business and Administration, 13*(1), 1-5. Zaccaro, S. (2007). Trait-based perspective of leadership. *American Psychologist, 62*(1), 6-16.
	Assignments Due: • Discussion Forum (Monday in class) • Student presentations on Trait, Path-Goal, and Leader-Member Exchange
Mar. 14th	**SPRING BREAK**
Session 8: Leadership in the 21st Century and Emotional Intelligence	
Mar. 21st	*Required Readings:* Collins, J. (2001). Level 5 Leadership: The triumph of humility and fierce resolve. *Harvard Business Review*, 67-76. Goleman, D., & Boyatzis, R. (2008). Social intelligence and the biology of leadership. *Harvard Business Review*, *86*(9), 74-81. Senge, P. M. (1999). Leadership in living organizations. In F. Hasselbein, M. Goldsmith & I. Somerville (Eds.), *Leading beyond the walls*. The Drucker Foundation, San Francisco, CA: Jossey-Bass.
	Assignments Due: • Discussion Forum (Monday in class) • Student presentation on Emotional Intelligence
Session 9: Systems and Collaborative Leadership	
Mar. 28th	*Required Readings:* Part III of *Practical Wisdom* Kania, J., & Kramer, M. (2011). Collective impact. *SSIR*.

Senge, P., Hamilton, H., & Kania, J. (2015, Winter). The dawn of system leadership. *Stanford Social Innovation Review*, 27-33.

Silvia, C., & McGuire, M. (2010). Leading public sector networks: An empirical examination of integrative leadership behaviors. *The Leadership Quarterly, 21,* 264-277.

Wei-Skillern, J., & Silver, N. (2013). Four network principles for collaboration success. *The Foundation Review*, 5(1), Article 10.

Assignments Due:
- Discussion Forum (Monday in class)
- Student presentation on Systems Leadership

Session 10: Social Innovation and Building Systems

Apr. 4th	*Required Readings:*

Required Readings:

Brown, L. D. (2015). Bridge building for social transformation. *SSIR.*

Ospina, S., & Foldy, E. (2010). Building bridges from the margins: The work of leadership in social change organizations. *The Leadership Quarterly, 21,* 292-307.

SSIR Editors (2015, Winter). Nonprofit management: Leading systems. Supplement to 'The Dawn of System Leadership'. *Stanford Social Innovation Review,* 1-9.

Shore, B., Hammond, D., & Celep, A. (2013). When good is not good enough. *SSIR.*

Additional Resource: Austin Anchors and the Innovation Zone: Building Collaborative Capacity. LBJ School of Public Affairs Policy Research Project, 2015.

Assignments Due:
- Discussion Forum (Monday in class)

Session 11: Diversity and Leadership

Apr. 11th	*Required Readings:*

Required Readings:

Ayman, R., & Korabik, K. (2010). Leadership: Why gender and culture matter. *American Psychologist, 65*(3), 157–170.

Bartley, B. (2013). Who am I?: A black leader's personal reflections of that journey. *Journal of Social Work Practice, 27*(2), 163-176.

	Eagley, A. H., & Chin, J. L (2010). Diversity and leadership in a changing world. *American Psychology, 65*(3), 216-224. Fine, M. G. (2009). Women leaders' discursive constructions of leadership. *Women's Studies on Communication, 32*(2), 180-202. Pickett-Erway, C. et al. (2014). Difficult conversations: Lessons learned along the journey toward inclusion. *The Foundation Review, 6*(1), Article 8.
	Assignments Due: • Discussion Forum (Monday in class)
Session 12: Happy and Wise Leaders	
Apr. 18th	*Required Readings:* Part IV of *Practical Wisdom* Csikszentmihalyi, M. (1997). Finding flow. *Psychology Today, 30*(4), 46-48, 70-71. Nettle, D. (2005). Love and work. In *Happiness: The science behind your smile*, (pp. 65-90). New York, NY: Oxford University Press. Wallis, C. (2005). The new science of happiness. *Time Magazine*, Jan. 17. Wrzesniewski, A. (2003). Finding positive meaning at work. In K. Cameron et al. (Eds.), *Positive organizational scholarship* (pp. 296–308). San Francisco, CA: Berrett-Koehler.
	Assignments Due: • Discussion Forum (Monday in class)
Session 13: IN-CLASS LEADERSHIP PRESENTATIONS	
Apr. 25th	*In-class Activity:* • Students presentations on Personal Philosophy of Leadership
Session 14: Wrap –Up ***Last Class**	
May 2nd	*In-class Activity:* • Review and Recap; Course Evaluations • Students presentations on Personal Philosophy of Leadership (con't.)
	Assignments Due: • Personal Theory of Leadership Paper