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

**Course Number:** SW393T16                      **Instructor:** Julia Cuba  
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**Meeting Time:** Mondays                      **Office Room:** SSW 3.104 A (Adjunct Office)  
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**Meeting Place:** SSW 2.112                      **Office Hours:** Mondays 4:30pm to 5:30pm  
(By appointment)

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**SOCIAL WORK LEADERSHIP IN HUMAN SERVICE ORGANIZATIONS**

**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. 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**

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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: Weekly Blackboard Postings, Critical Issues Class Forums, Personal Leadership Development Plan, Personal Inventory, Personal Theory of Leadership Paper, 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: Weekly Blackboard Postings, Critical Issues Class Forums, 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: Personal Inventory, Personal Theory of Leadership Paper, 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: Weekly Blackboard Postings, Critical Issues Class Forums, Personal Leadership Development Plan, Personal Inventory, Oral Presentation of Personal Theory of Leadership, Class Attendance and Participation

**OVERVIEW OF COURSE REQUIREMENTS**

| Assignment   | Requirement  | Due Date  | Total Points |
|--|--|---|--------------|
| <b>Blackboard Discussion Forum</b>   | <b>Weekly BB Postings</b><br><i>(Individual assignment)</i>  | <ul style="list-style-type: none"> <li>Minimum of one posting due every Sunday by 8:00PM (1/26 to 4/13).</li> <li>Original or response post is acceptable.</li> </ul> | <b>20</b>    |
|  | <b>Critical Issue Class Forums</b> <i>(Group assignment)</i> | <ul style="list-style-type: none"> <li>Group discussions completed in class after BB posting deadline (due every class from 1/27 to 4/14).</li> </ul>                 |              |
| <b>Leadership Growth and Development Plan</b><br><i>(Individual assignments)</i>         | <b>Personal Leadership Development Plan</b>                  | <ul style="list-style-type: none"> <li>Due Monday, 1/27.</li> <li>Submit hardcopy to instructor at the beginning of class.</li> </ul>                                 | <b>10</b>    |
|  | <b>Personal Inventory</b>                                    | <ul style="list-style-type: none"> <li>Due Monday, 2/10.</li> <li>Submit hardcopy to instructor at the beginning of class.</li> </ul>                                 | <b>10</b>    |
|  | <b>Personal Theory of Leadership</b>                         | <ul style="list-style-type: none"> <li>Due Monday, 4/28.</li> <li>Submit hardcopy to instructor at the beginning of class.</li> </ul>                                 | <b>25</b>    |
| <b>Oral Presentation of Personal Theory of Leadership</b> <i>(Individual assignment)</i> |  | <ul style="list-style-type: none"> <li>Due in class, Monday 4/21.</li> </ul>  | <b>20</b>    |
| <b>Class Attendance and Participation</b>  |  | <ul style="list-style-type: none"> <li>Weekly</li> </ul>  | <b>15</b>    |
| <b>Total</b>   |  |   | <b>100</b>   |

**NOTE:**

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

## **DESCRIPTION OF COURSE REQUIREMENTS**

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

We will use Blackboard (BB) as a means to facilitate dialogue and to guide our class discussions and activities. As such, all students are required to participate in weekly discussions via Blackboard and a related in-class activity based on your insights about the assigned readings. To this end, two weekly deliverables are required worth a total of 20 points. Scores will be combined and weighted equally. No points will be allocated for late postings or incomplete/late critical issues forums. **DUE DATE: Every Monday!**

① *Weekly Blackboard Posting* – **submit every Sunday by 8:00PM**. Eleven submissions are possible over the semester (starting on 1/26 and ending on 4/13). Students may skip one weekly posting at their discretion, and I will grade ten postings at the end of the semester. Each posting should contain two components:

- (a) A summary of insights or lessons learned from the readings, especially as they pertain to the student's own leadership project and development.
- (b) 1 to 2 key questions that the readings raise, again especially as they pertain to the student's own work or interest area.

Note you only have to respond to the readings taken together. That is, you may not have something to say about every single reading, although the summary should engage most of them. In recognition that you may have something to say in response to your peers' postings, you may have several postings in one week. However, all of your postings that pertain to a specific unit need to occur by the deadline AND should total approximately 150-200 words. This, hopefully, will stimulate deep reflection and dialogue.

② *Critical Issues Class Forum* – Once the posting deadline has occurred and prior to class (between Sunday at 8:00pm and class time), each student is encouraged to review all of the BB postings. Then, 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 AND the BB comments. Groups will have 30 minutes to complete this in-class assignment. A minimum of ten critical forums will take place over the semester. The first one will not be graded and instead will be considered an in-class activity. The remaining critical issue forums will be graded.

### **Leadership Growth and Development Project**

The Leadership Growth and Development Project is designed to boost individual leadership skills as well as knowledge and experiences with the change process. During the semester, individuals 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 issue. 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: January 27<sup>th</sup>.**

2. *Personal Inventory (CAL/APB1; CAL/APB7; CAL/APB10a)* - The leadership inventory involves a critical analysis of your strengths, skills, and experiences based on personal interviews and/or skills inventories, leadership theories, and your unique leadership vision. The paper should be no more than 5 double-spaced pages (not including references, using 12-point font and one-inch margins). APA 6<sup>th</sup> edition format is required for the in-text citations and references. This assignment is worth 10 points. **DUE DATE: February 10<sup>th</sup>.**

***Suggested Resources for Personal Assessment Tools:***

- UPENN Authentic Happiness Testing Center – 18 tests including VIA survey, Brief Strength test, The Grit survey are available online. Free registration.  
<http://www.authentichappiness.sas.upenn.edu/testcenter.aspx>
- The VIA Strengths Assessment <http://www.viacharacter.org/Surveys/SurveyCenter.aspx>
- Emotional Intelligence Quotient <http://testyourself.psychtests.com/testid/2092>
- The Grit Survey <http://www.authentichappiness.sas.upenn.edu/testcener.aspx>
- Leadership Style assessment <http://yourleadershiplegacy.com/assessment/assessment.php>
- Leadership Flexibility skills <http://www.aimmconsult.com/SamplePBAFlex.html>
- 360 REACH Basic – Using this program, you can request others how they perceive you, guarantying their anonymity and you get a summary of the results.  
<http://www.reachcc.com/360Reach>

3. *Personal Theory 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 Theory of Leadership Paper should address the following:

- Clearly describe your personal theory or philosophy of leadership.
- Provide a progress report on your small-wins development plan (e.g., growth, insights, success, challenges), whether you chose a personal or professional area.
- Examine how your personal theory 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 theory 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, 6<sup>th</sup> edition, is required for the in-text citations and references. This paper is worth 25 points. **DUE DATE: April 28<sup>th</sup>.**

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

We will devote one class session (April 22<sup>nd</sup>) so that each student can briefly present the key components of their Personal Theory 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 theory of leadership and how this will inform their personal and/or professional growth as a social work leader. You should include at least one real life example of how your leadership theory 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 theory 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 DATE: April 21<sup>st</sup>.**

### **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 15 points. **DUE DATE: Every Monday!**

### **COURSE PREREQUISITES**

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

### **REQUIRED TEXTS & READINGS**

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

### **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.

## GRADING SCALE

|                  |
|------------------|
| 100 - 94 = A     |
| 93 - 90 = A-     |
| 89 - 87 = B+     |
| 86 - 84 = B      |
| 83 - 80 = B-     |
| 79 - 77 = C+     |
| 76 - 74 = C      |
| 73 - 70 = C-     |
| 69 - 67 = D+     |
| 66 - 64 = D      |
| 63 - 60 = D-     |
| 59 and below = 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/>).

**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. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

**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.

**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](tel: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 BLACKBOARD IN CLASS

In this class the professor uses Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online surveys. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

## 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

As students enter the UT School of Social Work, they are simultaneously entering into a profession that puts forth a set of ethical responsibilities and values that all social workers must follow. As such, students are held to the NASW ethical mandates and Standards for Social Work Education as outlined in the Student Handbook.

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*, 6<sup>th</sup> edition, is the style manual to be used by all students in this course. Therefore, appropriate referencing is required on all written assignments. If you are unfamiliar with this resource, a copy of the manual is available in the LRC (SWB 1.218). 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 are available on Blackboard. Suggested Readings (optional) are available for your reference on Blackboard.*

| Date   | Readings and Assignments Due  |
|--|---|
| <b>SESSION 1: LEADERSHIP: INTRODUCTION AND CONTEXT FOR HUMAN SERVICE ORGANIZATIONS</b>         |   |
| <b>Session 1: Class Introduction/Introduction to Leadership in Human Service Organizations</b> |   |
| <b>Jan. 13th</b>   | <p><i>Introductions, Class Overview, and Review Syllabus</i></p> <p><i>No required readings</i></p> <p><i>In class activity: Group readings and discussion</i></p> <ol style="list-style-type: none"> <li>1. Eagley, A.H. &amp; Chin, J.L. (2010). Diversity and Leadership in a Changing World. <i>American Psychology</i>, 65(3): 216-224.</li> <li>2. Holosko, M. J. (2009). Social Work Leadership: Identifying Core Attributes. <i>Journal of Human Behavior in the Social Environment</i>, 19(4), 448-459.</li> <li>3. Kelly, J. J. &amp; 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. Retrieved from <a href="http://www.socialworkers.org/whitneyyoung/WhitneyYoungTeachingGuide.pdf">http://www.socialworkers.org/whitneyyoung/WhitneyYoungTeachingGuide.pdf</a></li> <li>4. Kotterman, J. (2006). Leadership versus management: What's the difference? <i>The Journal for Quality &amp; Participation</i></li> </ol> |
| <b>Jan. 20th</b>   | <b>MLK Day</b>  |
| <b>SESSIONS 2-5: THEORIES AND MODELS OF LEADERSHIP</b>   |   |
| <b>Session 2: Organizational Context for Leadership in Human Services</b>                      |   |
| <b>Jan. 27th</b>   | <i>Required Readings:</i>   |

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|---|--|
|   | <ul style="list-style-type: none"> <li>• Harrison, Y.D. &amp; Murray V. (2012). Perspectives on the leadership of chairs of nonprofit organization boards of directors: A grounded theory mixed-method study. <i>Nonprofit Management &amp; Leadership</i>, 22(4), 411-437.</li> <li>• McGuire, D., By, R.T., &amp; Hutchings, K. (2007). Towards a model of human resource solutions for achieving intergenerational interaction in organizations. <i>Journal of European Industrial Training</i>, 31(8), 592-608.</li> <li>• Phipps, K. &amp; Burbach, M. (2010). Strategic leadership in the nonprofit sector: Opportunities for research. <i>Institute of Behavioral and Applied Management</i>, 137-154.</li> <li>• Van Slyke, D.M. &amp; Alexander, R.W. (2006). Public service leadership: Opportunities for clarity and coherence. <i>The American Review of Public Administration</i>, 36, 362-374.</li> </ul> <p><i>Suggested Readings (optional):</i></p> <ul style="list-style-type: none"> <li>• Brilliant, E. (1986). Social Work Leadership: A Missing Ingredient?. <i>Social Work</i>, 325-331.</li> <li>• Lawler, J. (2007). Leadership in Social Work: A Case Study of Caveat Emptor?. <i>British Journal of Social Work</i>. 37, 123-141.</li> <li>• Ospina, S. &amp; Foldy, E. (2010) Building bridges from the margins: The work of leadership in social change organizations. <i>The Leadership Quarterly</i>, 21 (292-307).</li> <li>• Senge, P. M. (1999). Leadership in living organizations. In F. Hasselbein, M. Goldsmith &amp; I. Somerville (Eds.), <i>Leading Beyond the Walls</i>. The Drucker Foundation, San Francisco, CA: Jossey-Bass. Retrieved January 2008 from <a href="http://www.nps.gov/discovery2000/leader/senge-1.pdf">http://www.nps.gov/discovery2000/leader/senge-1.pdf</a></li> <li>• Bloom MD, S. L. (2006). Human service systems and organizational stress: Thinking &amp; feeling our way out of existing organizational dilemmas CommunityWorks, <a href="http://www.sanctuaryweb.com">www.sanctuaryweb.com</a>. 1-64.</li> <li>• Geer, B.W., Maher, J.K., &amp; Cole, M.T. (2008). Managing nonprofit organizations: The importance of transformational leadership and commitment to operating standards for nonprofit accountability. <i>Public Performance and Management Review</i>, 32(1), 51-75.</li> <li>• Hyde, C. (1998). A model for diversity training in human service agencies. <i>Administration in Social Work</i>, 22(4), 19-33.</li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• BB Discussion Posting #1 (Sunday by 8:00PM)</li> <li>• Critical Issues Forum #1 (Monday in class)</li> <li>• Personal Development Plan</li> </ul> |
| <b>Session 3: Introduction to Leadership Theory</b> |  |
| <b>Feb. 3rd</b>                                     | <p><i>Required Readings:</i></p> <ul style="list-style-type: none"> <li>• Gill, R. (2006). Current thinking about Leadership: A Review and Critique (Chapter 2). In <i>Theory and Practice of Leadership</i>.</li> <li>• Horner, M. (1997). Leadership theory: past, present and future. Team</li> </ul>   |

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|  | <p>Performance Management, 3(4), 270-287.</p> <ul style="list-style-type: none"> <li>• Tourish, D. (2008). Challenging the transformational agenda: Leadership theory in transition? <i>Management Communication Quarterly</i>, 21(4): 522-528.</li> </ul> <p><i>Suggested Readings (optional):</i></p> <ul style="list-style-type: none"> <li>• Vroom, V. (2007). The role of the situation in leadership. <i>American Psychologist</i>. 62(1): 17-24.</li> </ul> |
|  | <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• BB Discussion Posting #2 (Sunday by 8:00PM)</li> <li>• Critical Issues Forum #2 (Monday in class)</li> </ul>   |

**Session 4: Leadership Theory Continued: Transformational, Transactional, Path-Goal, LMX, & Trait-based**

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| <b>Feb. 10th</b> | <p><i>Required Readings:</i></p> <ul style="list-style-type: none"> <li>• Gellis, Z. D. (2001). Social work perceptions of transformational and transactional leadership in health care. <i>Social Work Research</i>, 25(1): 17-25.</li> <li>• House, R.J. (1996). Path-goal theory of leadership: Lessons, legacy, and a reformulated theory. <i>Leadership Quarterly</i>, 7(3): 323-352.</li> <li>• Lunenburg, F. (2010). Leader-Member Exchange Theory: Another Perspective on the Leadership Process. <i>International Journal of Management, Business and Administration</i>, 13(1), 1-5.</li> <li>• Zaccaro, S. (2007). Trait-based perspective of leadership. <i>American Psychologist</i>, 62(1), 6-16.</li> </ul> <p><i>Suggested Readings (optional):</i></p> <ul style="list-style-type: none"> <li>• Kuhnert, K.W. &amp; Lewis, P. (1987). Transactional and transformational leadership: A constructive/development analysis. <i>The Academy of Management Review</i>, 12(4): 648-657.</li> <li>• Mary, N.L. (2005). Transformational leadership in human service organizations. <i>Administration in Social Work</i>, 29(2): 105-118.</li> <li>• Pervin, L. (1994). A critical analysis of current trait theory. <i>Psychological Inquiry</i>, 5(2), 103-113.</li> </ul> |
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|  | <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• BB Discussion Posting #3 (Sunday by 8:00PM)</li> <li>• Critical Issue Form #3 (Monday in class)</li> <li>• Personal Inventory</li> </ul> |
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**Session 5: Servant and Authentic Leadership**

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| <b>Feb. 17th</b> | <p><i>Required Readings:</i></p> <ul style="list-style-type: none"> <li>• George, B., Sims, P., McLean, A. N., &amp; Mayer, D. (2007). Discovering your authentic leadership. <i>Harvard Business Review</i>, 85(2), 129-130, 132-128, 157.</li> <li>• Politis, J. (2013). The relationship between team performance, authentic and servant leadership. <i>Proceedings of the European Conference on</i></li> </ul> |
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|  | <p><i>Management, Leadership &amp; Governance</i>, 237-244.</p> <ul style="list-style-type: none"> <li>• Shekari, H. &amp; Nikooparvar, M. Z. (2012). Promoting leadership effectiveness in organizations: A case study on the involved factors of servant leadership. <i>International Journal of Business Administration</i>, 3(1), 54-65.</li> <li>• Taylor, S., Pearse, N. &amp; Louw, L. (2013). Development of a philosophy and practice of servant leadership through service opportunity. <i>Leadership &amp; Governance</i>, 283-289.</li> <li>• Wang, H., Sui, Y., Luthans, F., Wang, D., &amp; Wu, Y. (2014). Impact of authentic leadership on performance: Role of followers' positive psychological capital and relational processes. <i>Journal Of Organizational Behavior</i>, 35(1), 5-21.</li> </ul> <p><i>Suggested Readings (optional):</i></p> <ul style="list-style-type: none"> <li>• Erkutlu, H., &amp; Chafra, J. (2013). Effects of trust and psychological contract violation on authentic leadership and organizational deviance. <i>Management Research Review</i>, 36(9), 828-848.</li> <li>• Hannah, S., Avolio, B. J., &amp; Walumbwa, F. O. (2011). Relationships between Authentic Leadership, Moral Courage, and Ethical and Pro-Social Behaviors. <i>Business Ethics Quarterly</i>, 21(4), 555-578.</li> </ul> |
|  | <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• BB Discussion Posting #4 (Sunday by 8:00PM)</li> <li>• Critical Issue Form #4 (Monday in class)</li> </ul>   |

**SESSIONS 6-14: THE PRACTICE OF LEADERSHIP IN HUMAN SERVICES**

**Session 6: Contemporary Models of Effective Leadership**

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| <p><b>Feb. 24th</b></p> | <p><i>Required Readings:</i></p> <ul style="list-style-type: none"> <li>• Beland, K. (2007). Boosting Social and Emotional Competence. <i>Educational Leadership</i>, 64(7), 68-71.</li> <li>• Collins, J. (2001). Level 5 Leadership: The Triumph of Humility and Fierce Resolve. <i>Harvard Business Review</i>. 67-76.</li> <li>• Goleman, D., &amp; Boyatzis, R. (2008). Social Intelligence and the Biology of Leadership. <i>Harvard Business Review</i>, 86(9), 74-81.</li> <li>• Hahn, R., Sabou, S., Toader, R., &amp; Rădulescu, C. (2012). About emotional intelligence and leadership. <i>Annals of the University Of Oradea, Economic Science Series</i>, 21(2), 744-749.</li> <li>• Morrison, T. (2007). Emotional intelligence, emotion, and social work: Context, characteristics, complications, and contributions. <i>British Journal of Social Work</i>, 37, 245-263.</li> </ul> <p><i>Suggested Readings (optional):</i></p> <ul style="list-style-type: none"> <li>• Avolio, B. J., Walumbwa, F. O., &amp; Weber, T. J. 2009. Leadership: Current theories, research, and future directions. <i>Annual Review of Psychology</i>, 60: 421-449.</li> <li>• George, J.M. (2000). Emotions and leadership: The role of emotional intelligence. <i>Human Relations</i>. 53(8): 1027-1055.</li> <li>• Goleman, D., Boyatzis, R., &amp; McKee, A. (2001). Primal Leadership: The</li> </ul> |
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|   | <p>Hidden Driver of Great Performance. <i>Harvard Business Review</i>. 79(11): 42-51.</p> <ul style="list-style-type: none"> <li>• Harrison &amp; Clough (2006) Characteristics of “state of the art” leaders: Productive narcissism versus emotional intelligence and Level 5 capabilities. <i>The Social Science Journal</i>. 43: 287-292.</li> <li>• Maccoby, M. (2004). Narcissistic leaders: The incredible pros, the inevitable cons. <i>Harvard Business Review</i>, 82(1), 92-101.</li> </ul>  |
|   | <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• BB Discussion Posting #5 (Sunday by 8:00PM)</li> <li>• Critical Issue Form #5 (Monday in class)</li> </ul>   |
| <b>Session 7: Personal Leadership Development</b> |  |
| <b>March 3rd</b>                                  | <p><i>Required Readings:</i></p> <ul style="list-style-type: none"> <li>• Bartley, B. (2013). Who am I?: A black leader’s personal reflections of that journey. <i>Journal of Social Work Practice</i>, 27(2), 163-176.</li> <li>• Dunning, D., Johnson, K. Erlinger, J., Kruger, J. (2003). Why people fail to recognize their own incompetence. <i>Current Directions in Psychological Science</i>, 12(3), 83-87.</li> <li>• Fisher, E. (2009) Motivation and Leadership in Social Work Management: A Review of Theories and Related Studies. <i>Administration in Social Work</i>, 33(4), 347-367.</li> <li>• Hillock, S. (2012). Conceptualizations and Experiences of Oppression: Gender Differences. <i>Affilia: Journal of Women and Social Work</i>, 27(1), 38-50.</li> <li>• Odom, S. F., Boyd, B. L., &amp; Williams, J. (2012). Impact of Personal Growth Projects on Leadership Identity Development. <i>Journal Of Leadership Education</i>, 11(1), 49-63.</li> </ul> <p><i>Suggested Readings (optional):</i></p> <ul style="list-style-type: none"> <li>• Boyatzis, R., &amp; McKee, A. (2006). Intentional change. <i>Journal of Organizational Excellence</i>, 25(3): 49-60.</li> <li>• Dunning, D., Heath, C., &amp; Suls, J. M. (2004). Flawed Self-Assessment. Implications for health, education, and the workplace. <i>Psychological Science in the Public Interest</i>, 5(3), 69-106.</li> <li>• Loehr, J., &amp; Schwartz, T. (2001). The making of a corporate athlete. <i>Harvard Business Review</i>, 79(1), 120-129.</li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• BB Discussion Posting #6 (Sunday by 8:00PM)</li> <li>• Critical Issues Forum #6 (Monday in class)</li> </ul> |
| <b>Mar. 10th</b>                                  | <b>SPRING BREAK</b>  |
| <b>Session 8: Ethical Leadership</b>              |  |
| <b>Mar. 17th</b>                                  | <p><i>Required Readings:</i></p> <ul style="list-style-type: none"> <li>• Burke, R. J. (2006). Why leaders fail: exploring the darkside. <i>International Journal of Manpower</i>, 26(1), 91-100.</li> <li>• Einarsen, S., Aasland, M. S., &amp; Skogstad, A. (2007). Destructive</li> </ul>   |

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|   | <p>leadership behaviour: A definition and conceptual model. <i>Destructive Leadership</i>, 18(3), 207-216.</p> <ul style="list-style-type: none"> <li>• Hansen, S. S., Alge, B., Brown, M., Jackson, C., &amp; Dunford, B. (2013). Ethical Leadership: Assessing the Value of a Multifoci Social Exchange Perspective. <i>Journal of Business Ethics</i>, 115(3), 435-449.</li> <li>• Malloch, K. (2001). The white lies of leadership: Caring dishonesty? <i>Nurse Admin Q</i>, 25(3):61-68.</li> <li>• Stouten, J., van Dijke, M.H., Mayer, D.M., de Cremer, D., &amp; Euwema, M.C.. (2013). Can a leader be seen as too ethical? The curvilinear effects of ethical leadership. <i>The Leadership Quarterly</i>, 1–16.</li> </ul> <p><i>Suggested Readings (optional):</i></p> <ul style="list-style-type: none"> <li>• Appelbaum, S.H. and Roy-Girard, D. (2007). Toxins in the Workplace: Affect on Organizations and Employees Corporate Governance: <i>The International Journal of Business in Society</i>, 7(1), 17-28.</li> <li>• Manzoni, J.F. &amp; Barsoux, J.L. (1998). The set-up-to-fail-syndrome. <i>Harvard Business Review</i>. 76(2):101-13.</li> <li>• Eichenwald, K. (2012) Microsoft’s Lost Decade, 624.</li> </ul>   |
|   | <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• BB Discussion Posting #7 (Sunday by 8:00PM)</li> <li>• Critical Issues Forum #7 (Monday in class)</li> </ul>   |
| <p><b>Session 9: Women and Leadership</b></p> |  |
| <p><b>Mar. 24th</b></p>                       | <p><i>Required Readings:</i></p> <ul style="list-style-type: none"> <li>• Ayman, R., &amp; Korabik, K. (2010). Leadership: Why gender and culture matter. <i>American Psychologist</i>, 65(3), 157–170.</li> <li>• Eagly, A. H. (2007). Female Leadership Advantage and Disadvantage: Resolving the Contradictions. <i>Psychology of Women Quarterly</i>, 31(1), 1-12.</li> <li>• Lupton, B. (2000). Maintaining masculinity: Men who do ‘women's work’. <i>British Journal of Management</i> 11(s1): 33–48.</li> <li>• Wright, R. (1997). Occupational gender in women’s and men’s occupations. <i>Qualitative Sociology</i>. 20(3): 437-442.</li> </ul> <p><i>Suggested Readings (optional):</i></p> <ul style="list-style-type: none"> <li>• Acker, J (2006). Inequality regimes: gender, class, and race in organizations. <i>Gender &amp; Society</i>, 20, 4: 441-464.</li> <li>• Ferber, A. (2007). Whiteness studies: and the erasure of gender. <i>Sociology Compass</i>, 1,1: 265-282.</li> <li>• Ragins, B.R. Cornwell, J.M, &amp; Miller, J.S. (2003). Heterosexism in the workplace: Do race and gender matter? <i>Group Organization Management</i> 2003; 28; 45-74.</li> <li>• Vecchio, R. P. (2002). Leadership and gender advantage. <i>The Leadership Quarterly</i>, 13(6), 643-671.</li> </ul> |
|   | <p><i>Assignments Due:</i></p>   |

- BB Discussion Posting #8 (Sunday by 8:00PM)
- Critical Issues Forum #8 (Monday in class)

### Session 10: Communication & Conflict Resolution

**Mar. 31st**

*Required Readings:*

- Bowen, F., & Blackmon, K. (2003). Spirals of silence: The dynamic effects of diversity on organizational voice. *Journal of Management Studies*, 40(6), 1393-1417.
- Cannon, M. D., & Witherspoon, R. (2005). Actionable feedback: Unlocking the power of learning and performance improvement. *The Academy of Management Executive*, 19(2), 120-134.
- Mastracci, S. & Herring, C.. (2010). Nonprofit Management Practices and Work Processes to Promote Gender Diversity. *Nonprofit Management & Leadership*, 21(2), 155- 175.
- Tourish, D. (2005). Critical Upward Communication: Ten commandments for improving strategy and decision-making. *Long Range Planning*, 38, 485-503.

*Suggested Readings (optional):*

- Carsten K. W. De Dreu, C.K.W., van Dierendonck, D. & Dijkst, M.TM. (2004) Conflict at work and individual wellbeing. *International Journal of Conflict Management*, 15, 1: 6-26
- Grimes, D.S. (2002). Challenging the state quo? Whiteness in the diversity management literature. *Management Communication Quarterly*, 15, 3:381-409.
- Meyerson, D.E. (2001). Radical change, the quiet way. *Harvard Business Review*. 92-100.
- Swee C. Goh, (2003), Improving organizational learning capability: lessons from two case studies, *The Learning Organization*. 10,4: 216-227.
- Vassallo, P. (2004). Turning emotional energy into purposeful writing. *ETC: A Review of General Semantics*, 61(1): 159-167.
- Weick, K., Sutcliffe, K.Mobsfeld, D. (2005). Organizing and the process of sensemaking. *Organization Science*, 16, 4: 409421.

*Assignments Due:*

- BB Discussion Posting #9 (Sunday by 8:00PM)
- Critical Issues Forum #9 (Monday in class)

### Session 11: Organizational Change, Innovation, and Learning

**Apr. 7th**

*Required Readings:*

- Ackerman, L., Ackerman, D. (2001) Awake at the wheel: Moving beyond change management to conscious change leadership. *OD Practioner*. 33: 1-9.
- Heath, C., Heath, D. (2010) Excerpted from switch: How to Change Things When Change is Hard. Broadway Books.
- Roberson, L., & Kulik, C. (2007, May). Stereotype threat at work.



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|  | <p><i>Academy of Management Perspectives</i>, 21(2), 24-40.</p> <ul style="list-style-type: none"> <li>• Rock, D. &amp; Schwartz, D. (2006). The neuroscience of leadership. <i>Strategy and Business</i>. Retrieved December 11, 2007, from <a href="http://www.strategy-business.com/media/file/sb43_06207.pdf">http://www.strategy-business.com/media/file/sb43_06207.pdf</a></li> </ul> <p><i>Suggested reading (optional):</i></p> <ul style="list-style-type: none"> <li>• Fernandez, S., &amp; Rainey, H. G. (2006). Managing successful organizational change in the public sector. <i>Public Administration Review</i>, 66(2), 168-176.</li> <li>• Higgs, M., &amp; Rowland, D. (2010). Emperors with clothes on: The role of self-awareness in developing effective change leadership. <i>Journal of Change Management</i>, 10(4), 369-385.</li> <li>• Karp, T. &amp; Helgø (2008). From change management to change leadership embracing chaotic change in public service organizations. <i>Journal of Change Management</i>, 8, 1, 85-96.</li> <li>• Kiefer, T. (2005). Feeling bad: Antecedents and consequences of negative emotions in ongoing change. <i>Journal of Organizational Behavior</i>. 26(8), 875-897.</li> <li>• Ospina, S.; Su, C. (2009). Weaving color lines: Race, ethnicity, and the work of leadership in social change organizations. <i>Leadership</i>. 5(31), 131-170.</li> <li>• Schein, E. H. (2002). Models and tools for stability and change in human systems. <i>Reflections</i>, 4(2), 34-46.</li> <li>• Luthans, F. (2007). Emerging positive organizational behavior. <i>Journal of Management</i>, 33,3: 321-249.</li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• BB Discussion Posting #10 (Sunday by 8:00PM)</li> <li>• Critical Issues Forum #10 (Monday in class)</li> </ul> |
| <b>Session 12: Organizational Change, Innovation, and Learning (continued)</b> |   |
| <p><b>Apr. 14th</b></p>  | <p><i>Required Readings:</i></p> <ul style="list-style-type: none"> <li>• Anacona et.al. (2007) In praise of the incomplete leader. <i>Harvard Business Review</i>. February: 92-100.</li> <li>• Cannon, M.D. &amp; Edmonson. (2005). Failing to learn and learning to fail (intelligently): How great organizations put failure to work to innovate and improve. <i>Long Range Planning</i>, 28: 299-319.</li> <li>• Cortina, L. (2008, January). Unseen injustice: incivility as modern discrimination in organizations. <i>Academy of Management Review</i>, 33(1), 55-75.</li> <li>• Greene, A.D. &amp; Latting, J.K. (2004). Whistle-Blowing as a Form of Advocacy: Guidelines for the Practitioner and Organization. <i>Social Work</i>, 49(2): 219-230.</li> <li>• Mannix, E. &amp; Neale, M. (2005). What differences make a difference? The promise and reality of diverse teams in organizations. <i>Psychological Science in the Public Interest</i>, 6, 2: 31-55.</li> </ul> <p><i>Suggested Readings (optional):</i></p>   |

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|  | <ul style="list-style-type: none"> <li>• Barker, A &amp; Schaufeli, W. (2008) Positive organizational behavior: Engaged employees in flourishing organizations. <i>Journal of Organizational Behavior</i>, 29:147-154.</li> <li>• Froman, L. (2010) Positive psychology in the workplace. <i>Journal of Adult Development</i>, 17(2): 59-69.</li> <li>• Hartley, J. (2005). Innovation in governance and public services: Past and present. <i>Public Money &amp; Management</i>, 25,1: 27-34.</li> <li>• Johnson, G. &amp; Leavitt, W. (2001). Building on success: Transforming organizations through an appreciative inquiry. <i>Public Personnel Management</i>, 30(1): 129-136</li> <li>• Latting, J.K. &amp; Ramsey, V.J (2009) Chapter 7: Initiating Change. In <i>Reframing Change: How to Deal with Workplace Dynamics, Influence Others, and Bring People Together to Initiate Positive Change</i> (p. 161-184). Santa Barbara: Praeger.</li> <li>• Roberts et al. (2005) How to play to your strengths. <i>Harvard Business Review</i>, 1-6.</li> <li>• Zorn, T. Page, D. &amp; Cheney, G. (2000). Nuts about change: Multiple perspectives on change-oriented communication in a public sector organization. <i>Management Communication Quarterly</i>, 13(4), 515-566.</li> </ul> |
|  | <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• BB Discussion Posting #11 (Sunday by 8:00PM)</li> <li>• Critical Issues Forum #11 (Monday in class)</li> </ul>   |
| <b>Session 13: IN-CLASS LEADERSHIP PRESENTATIONS</b> |  |
| <b>Apr. 21<sup>st</sup></b>                          | <p><i>Required Readings:</i></p> <ul style="list-style-type: none"> <li>• Banter, D. Applied leadership philosophy examples. <a href="http://demarcobanter.wordpress.com/2013/08/03/applied-leadership-philosophy-examples/">http://demarcobanter.wordpress.com/2013/08/03/applied-leadership-philosophy-examples/</a></li> <li>• Overholts, D. My leadership philosophy. <a href="http://www.warren.af.mil/news/story.asp?id=123366085">http://www.warren.af.mil/news/story.asp?id=123366085</a></li> </ul>   |
| <b>Session 14: Wrap –Up ***Last Class***</b>         |  |
| <b>Apr. 28<sup>th</sup></b>                          | <p><i>In-class Activity:</i></p> <ul style="list-style-type: none"> <li>• Review and RECAP</li> <li>• Course Evaluation</li> </ul>   |
|  | <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• Personal Theory of Leadership Paper, Due beginning of class</li> </ul>   |