

THE UNIVERSITY OF TEXAS AT AUSTIN SCHOOL OF SOCIAL WORK

Leadership in Human Service Organizations

Course Number: SW393T	Instructor: Diane McDaniel Rhodes, PhD
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Semester: Fall 2015	Phone: (512) 471-1831
Meeting Time: Tuesdays 11.30 – 2.30	Office: SSW 3.116D
Classroom: SSW 2.132	Office Hours: by Appointment

I. COURSE DESCRIPTION

Human service organizations intend to improve the wellbeing and circumstances of individuals, families, and communities. As such, these organizations require workers—at all levels—to exercise leadership. These organizations are faced with rapidly changing economic, political, social, and technological environments. This course is an in-depth study of:

1. Leadership and communication strategies applicable to multiple settings;
2. Theories and models of effective leadership and organizational management; and
3. Tools to develop one’s own leadership development and effectiveness.

Specifically, you will learn 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. You will also become more aware of your 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, and 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.

II. COURSE OBJECTIVES

By the end of the course you 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)**
7. Identify as a professional social worker and conduct one's self 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 **(EP2.1.1);**
8. Evaluate professional roles and boundaries **(CAL/APB1);**
9. 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 **(EP2.1.2);**
10. Refine ability to manage value differences and ethical dilemmas **(CAL/APB2);**
11. 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 **(EP2.1.7);**
12. Synthesize and select human behavior and the social environment theories to develop effective macro interventions **(CAL/APB7);**
13. Engage with key stakeholders through active listening and constructive dialogue **(EP2.1.10a Engagement CAL/APB10a).**

III. REQUIRED TEXTS AND MATERIALS

Anheier, H. K. (2014). *Nonprofit Organizations: Theory, Management, Policy (2 edition.)*. Abingdon, Oxon: Routledge.

Schwartz, B., & Sharpe, K. (2011). *Practical Wisdom: The Right Way to Do the Right Thing (Reprint edition.)*. New York: Riverhead Trade.

Collins, J. (2005). *Good to Great and the Social Sectors: A Monograph to Accompany Good to Great (1 edition.)*. HarperCollins.

****Additional readings in the form of articles will be assigned and available on Canvas.*

IV. TEACHING METHODS

This course incorporates a variety of teaching methods including lectures, readings, in-class and online discussions, guest speakers, audiovisual materials, group activities, and student presentations to ensure a rich learning experience.

****Students are expected to contribute through significant active participation in collaborative class activities and discussions.*

V. COURSE REQUIREMENTS AND ASSIGNMENTS

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

Weekly Canvas Posting (20 pts) – submit every Saturday by 8:00PM.

Twelve submissions are possible over the semester. You may skip two weekly postings at your 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 what you read (or watched) in each week's homework, especially as they pertain to the your leadership project and professional development.
- (b) 1 to 2 key questions that came up for you throughout the week.

**Note:* you only have to respond to the week's readings, lectures or videos as a set. For example, you may not have something to say about every single reading or everything said in class, although your insights should engage most of them. Your initial post is due Saturday evenings at 8.00pm. Between Saturday evening and Monday evening, you are required to read your colleagues posts and respond by engaging in discussions. All of your postings that pertain to a specific week need to occur by the deadline AND should total approximately 250 - 300 words. The aim is to stimulate deep reflection and dialogue.

Case-based Class Forums – Once the posting deadline has occurred and prior to class (between Sunday at 8:00pm and class time), you are encouraged to review all of the Canvas postings. Then, at the start of each class, you 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 Canvas comments within the context of a case study. Groups will have 45 minutes to complete this in-class assignment.

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

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: September 29th

2. Personal Inventory

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 typed, no more than 5 double-spaced pages (not including references), and utilize 12-point font and one-inch margins. APA 6th edition format is required for in-text citations and references. This assignment is worth 10 points.

DUE DATE: October 20th

3. *Personal Theory of Leadership*

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 paper should not be more than 10 double-spaced pages (not including references). APA 6th edition formatting is required for in-text citations and references. This paper is **worth 25 points**.

DUE DATE: December 5th

Oral Presentation of Personal Theory of Leadership (20pts)

We will devote one class session (December 1st) so 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: December 1st

Class Attendance and Participation

At the end of the semester, I will judge your overall contribution to class discussion. Your participation grade will be based on your:

1. Familiarity with readings
2. Ability to hear and understand what others say
3. Ability to express yourself clearly
4. Ability to synthesize the thoughts of others to form new insights, conclusions, or questions
5. Ability to disagree constructively
6. Cooperation in building a stimulating and supportive intellectual atmosphere in class

In part, students will demonstrate these skills and abilities through the case-based class forums. Class attendance and participation is worth 15 points.

DUE DATE: Every Class

VI. COURSE POLICIES

1. Conduct and Civility: Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students.

2. Readings and Preparatory Assignments: Students are expected to be active participants in the classroom community. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate comprehension of the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class. Professor reserves the right to conduct quizzes should there be a pattern of students not demonstrating that they have completed the readings and are not prepared to engage in thoughtful discussion.

3. Professional Communication and Interactions: Refrain from private conversations during class or other disruptive behavior. Class participation is required. Speak up and contribute to class. Disrespectful behavior is against the University Honor Code and will not be tolerated.

4. Class Attendance Policy: Punctuality and timeliness are important for social work practitioners. Class attendance is required. It is your responsibility to sign the weekly attendance sheet. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.

5. Assignments and Grades: Assignments should be turned in via email prior to 8.00pm on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will be considered when assigning the final grade.

6. Writing Style: The Publication Manual of the American Psychological Association Sixth Edition (APA) is the style manual to be used by all students.

7. Use of Canvas: The instructor uses Canvas, the web-based learning management system of The University of Texas at Austin. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, and campus and public libraries.

8. Course Modification: To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified in class and modifications will also be posted to Canvas. Students should check their email and Canvas frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided.

VII. 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 in Class

The professor expects students to act like 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 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://www.utexas.edu/depts/dos/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 14 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 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 the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office gives you instructions to do so.

VIII. COURSE SCHEDULE

Date	Topic	Readings	Assignments Due
Week 1: September 1 st	Introduction	Introductions Syllabus Review Logistics	none
Week 2: September 8 th	Leadership in Human Service Organizations	Kelly & Clark PDF Collins: "Good to Great Monograph" Northhouse 7 th : Ch 1 Northhouse 3 rd : Ch 1	Discussion Post 1 (Friday by 8:00PM) Comments on peer posts 1 (Sunday by 8:00PM)
Week 3: September 15 th	Traits & skills approaches to leadership	Northhouse 7 th : Ch. 2 & 3 Northhouse 3 rd : Ch 2 Avolio: Leadership: Current theories, research and future directions Schwartz: Ch. 1-3	Discussion Posting 2 (Friday by 8:00PM) Comments on peer posts 2 (Sunday by 8:00PM) Personal Development Plan
Week 4: September 22 nd	Behavioral and Situational Approaches	Rhodes: "Food for thought about leadership" Hall: "Tribal Leadership: An interview with David Logan" Northhouse 7 th : Ch. 4 & 5	Discussion Posting 3 (Friday by 8:00PM) Comments on peer posts 3 (Sunday by 8:00PM)

		Northhouse 3 rd : Ch. 3	
Week 5: September 29 th	Path-Goal & Leader-Member exchange theories	Northhouse 7 th : Ch. 6 & 7 Northhouse 3 rd : Ch. 4 & 5	<i>Discussion Posting 4 (Friday by 8:00PM)</i> <i>Comments on peer posts 4 (Sunday by 8:00PM)</i> Personal Leadership Development Plan
Week 6: October 6 th	Transformational & Authentic Leadership	Nichols: “Authentic leadership and implicit theory” Schyns: “Implicit Leadership theories” Northhouse 7 th : Ch. 8 & 9 Northhouse 3 rd : Ch. 6 & 7	<i>Discussion Posting 5 (Friday by 8:00PM):</i> <i>Comments on peer posts 5 (Sunday by 8:00PM)</i>
Week 7: October 13 th	Servant & Adaptive Leadership	Northhouse 7 th : Ch. 10 & 11 Northhouse 3 rd : Ch. 8 & 9	<i>Discussion Posting 6 (Friday by 8:00PM)</i> <i>Comments on peer posts 6 (Sunday by 8:00PM)</i>
Week 8: October 20 th	Psychodynamic approach	Northhouse 7 th : Ch. 12 Northhouse 3 rd : Ch. 10	<i>Discussion Posting 7 (Friday by 8:00PM)</i> <i>Comments on peer posts 7 (Sunday by 8:00PM)</i> Personal Inventory
Week 9: October 27 th	Ethics	Shotter and Tsoukas: “Performing phronesis” Fassin: “The Predicament of Humanitarianism” Sinek: Introduction & Ch. 1 Northhouse 7 th : Ch. 13 Northhouse 3 rd : Ch. 11	<i>Discussion Posting 8 (Friday by 8:00PM)</i> <i>Comments on peer posts 8 (Sunday by 8:00PM)</i>
Week 10: November 3 rd		Shwartz: Ch. 4–14	<i>Discussion Posting 9 (Friday by</i>

			8:00PM) <i>Comments on peer posts 9 (Sunday by 8:00PM)</i>
Week 11: November 10 th	Teams	Northhouse 7 th ; Ch. 14 Northhouse 3 rd ; Ch. 12 Ashmos: “What a Mess.”	<i>Discussion Posting 10 (Friday by 8:00PM)</i> <i>Comments on peer posts 10 (Sunday by 8:00PM)</i>
Week 12: November 17 th	Gender and Culture	“Women, Collaboration and Social Change: An Ethics-based Model of Leadership” Bee: “Tribal Leadership in the War on Poverty” McDaniel: “Diversity as a Management Strategy for Organizations” Northhouse 7 th ; Ch. 15 & 16 Northhouse 3 rd ; Ch	<i>Discussion Posting 11 (Friday by 8:00PM)</i> <i>Comments on peer posts 11 (Sunday by 8:00PM)</i>
Week 13: November 24 th	TBD		
Week 14: December 1 st	Oral presentations in class		<i>Discussion Posting 12 (Friday by 8:00PM)</i> <i>Comments on peer posts 12 (Sunday by 8:00PM)</i> Oral Presentation
Week 15: December 5 th			Personal Theory of Leadership

Course Grading:

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