THE UNIVERSITY OF TEXAS AT AUSTIN

SCHOOL OF SOCIAL WORK

Course Number: SW393T	**Instructor:** Diane McDaniel Rhodes, PhD
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LEADERSHIP IN HUMAN SERVICE ORGANIZATIONS

Course Objectives:

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 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.

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**

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

COURSE REQUIREMENTS

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).

Weekly Canvas Posting – **submit every Monday 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 this 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 this week.

Note you only have to respond to the readings, (lectures or videos) taken together. 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. Hopefully you will also 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 discussion need to occur by the deadline AND should total approximately 150-200 words. The aim is to stimulate deep reflection and dialogue.

Critical Issues Class Forums – Once the posting deadline has occurred and prior to class (between Monday 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. 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: September 30th .**

*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 6th edition format is required for the in-text citations and references. This assignment is worth 10 points. **DUE DATE: October 14th .**

*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 final integrative application paper should be no more than 10 double-spaced pages (not including references). APA 6th edition formatting is required for the in-text citations and references. This paper is worth 25 points. **DUE DATE: December 2nd .**

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

We will devote one class session (November 18th) 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: November 18th.**

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 Tuesday!**

Required Textbooks and Readings

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.). Boulder, Colo.?: HarperCollins.

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

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.

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

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 Camvas: The instructor uses Canvas; a Web-based course management /collective workspace. 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, 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 ne 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 visithttp://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're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Course Grading:

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
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

Detailed Course Schedule

M/1.26	Session 1 Introductions / Overview	*Introductions, Class Overview, and Review Syllabus* *In-class Handout:* Social Work Leadership Definition. Retrieved from http://ssw.unc.edu/files/web/pdf/LeadershipDefinitionandElements.pdf
M/2.2	Session 2 Leadership in Human Service Organizations	*Readings:* ☐ 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. Retrieved from http://www.socialworkers.org whitneyyoung/WhitneyYoungTeachingGuide.pdf ☐ Anheier, Ch 1 ☐ Case Study #1 *Assignments Due:* ☐Discussion Posting #1 (Friday by 8:00PM): ☐Comments on peer posts #1 (Sunday by 8:00PM)
M/2.16	Session 3 Organizational Context for Leadership in Human Services	*Readings:* ☐Geer, B. W., Maher, J. K., & Cole, M. T. (2008). Managing nonprofit organizations: The importance of transformational leadership and commitment to operating standards for nonprofit accountability. *Public Performance and Management Review, 32*(1), 51-75. ☐Harrison, Y. D., & Murray V. (2012). Perspectives on the leadership of chairs of nonprofit organization boards of directors: A grounded theory mixed-method study. *Nonprofit Management & Leadership, 22*(4), 411- 437. ☐ Anheier, Chapters 2, 3, 4 ☐ Collins: *Good to Great Monograph* *Assignments Due:* ☐ Discussion Posting #2 (Friday by 8:00PM) ☐ Comments on peer posts #2 (Sunday by 8.00PM) ☐ Personal Development Plan
M/2.23	Session 4 Leadership Theory	*Readings:* ☐Schwartz, Chapters 1 - 3 ☐Rhodes, Food for thought about leadership ☐Anheier: Chapter 8 ☐ Avolio: Leadership: Current theories, research and future directions *Assignments Due:* ☐Discussion Posting #3 (Friday by 8.00PM) ☐ Comments on peer posts #3 (Sunday by 8.30PM)
M/3.2	Session 5 Leadership Practice	*Readings:* Anheier: Chapters 11, 12, 14 McDaniel_Diversity as a Management Strategy for Organizations ☐Read Case # 2 *Assignments Due:* Discussion Posting #4 Comments on peer posts #4
M/3.9	Session 6 Personal leadership Development	*Readings:* Schwartz: Chapters 4, 5, 6

		Nichols: Authentic leadership and implicit theory Schyns: Implicit Leadership theories Hall: Tribal Leadership: An interview with David Logan *Watch:* http://www.ted.com/talks/david_logan_on_tribal_leadership Learning Styles Assessment? *Assignments Due:* Discussion Posting #5 □ Comments on peer posts #5
M/3.16	Spring Break	

M/3.23	Session 7 Ethics	*Readings:*
		  Sinek: Introduction, Chapter 1
		  Shwartz: Chapters 7, 8, 9, 10, 11
		  Shotter and Tsoukas: Performing phronesis
		  Fassin: The Predicament of Humanitarianism
		  Read case study #3
		
		Assignments Due:
		  Discussion Posting #6
		  Comments on peer posts #6

M/3.30	Session 8 Gender and Culture and leadership	*Read*
		  Women, Collaboration and Social Change: An Ethics-based Model of Leadership (article on Canvas)
		  Bee_ Tribal Leadership in the War on Poverty
		
		Assignments Due:
		  Discussion Posting #7
		  Comments on peer posts #7

M/4.6	Session 9 Communication and conflict resolution	Watch:
		http://www.ted.com/talks/margaret_heffernan_dare_to_disagree
		
		http://www.ted.com/talks/dan_ariely_what_makes_us_feel_good_about_our_work
		
		http://www.ted.com/talks/john_mcwhorter_txtng_is_killing_language_jk
		
		Assignments Due:
		  Discussion Posting #8
		  Comments on peer posts #8

M/4.13	Session 10 Organizational change, innovation and learning	Chronicle of Philanthropy Issue *Assignments Due:*

		Discussion Posting #9 Comments on peer posts #9
M/4.20	Session 11 Decision making	What a Mess. Ashmos article Shwartz: Chapters 12, 13 *Assignments Due:* Discussion Posting #10 Comments on peer posts #10
M/4.27	Session 12 In-class leadership presentations	TBD
M/5.4	Session 13 TBD	TBD