

The University of Texas at Austin
School of Social Work

SW393T16: SOCIAL WORK LEADERSHIP IN HUMAN SERVICE ORGANIZATIONS

Course Number: SW393T; Unique Number: 63650

Semester: Spring 2013; Course Time: Monday 5:30 – 8:30; Class Location: SSW 2.112

Instructor: Dan Duncan, MSW, (Office Hours: by appointment)

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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 course in 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 to enhance one’s own leadership development and effectiveness.

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

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 leader within multiple settings to distinguish critical skills and strategies for leadership at all levels, including board members, the management team, supervisors, and direct service staff in human service organizations; **CAL/APB¹**
 3. Critically examine and apply theories of leadership and organizational management within the context of human service organizations; **CAL/APB7**
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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 one's toolkits to inspire, influence, and create change, align others to action, and **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 School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) 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 optioned from your 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: Personal Development Plan, Personal Inventory, Final Integrative Application Paper

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: Leadership Memo, Final Integrative Application 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 & Final Integrative Application Paper

EP2.1.10a Engagement

CAL/APB10a Engage with key stakeholders through active listening and constructive dialogue

Objectives 5, 6

Assignments: Blackboard Discussion Forum, Leadership Memo, Peer Feedback and Consultation, In-class Leadership Activity

OVERVIEW OF COURSE REQUIREMENTS

Assignment	Requirement	Due Date	Total Points
Blackboard Discussion Forum	Weekly BB Postings (individual assignment, starting 1/28, ending 4/15)	<ul style="list-style-type: none"> • Due weekly on Monday by 10am. • Original or response post acceptable. • A minimum 1 per week counts. 	100
	Critical Issues Forums (group assignment)	<ul style="list-style-type: none"> • Group discussions completed in class after BB posting deadline (due every class starting 9/29, except for 4/1. 	
Leadership Challenge Project (Individual Assignment)	Personal Development Plan	<ul style="list-style-type: none"> • Due Monday, 2/4 by the start of class. • Submit electronic copy via blackboard to instructor. 	75
	Personal Inventory	<ul style="list-style-type: none"> • Due to instructor by Tuesday, 2/18 by class time. • Submit electronic copy via blackboard to instructor. 	250
	Final Integrative Application Paper	<ul style="list-style-type: none"> • Due by Thursday, 5/2 by 11pm. Feel free to submit earlier. • Submit electronic copy via blackboard. 	300
Leadership Memo & Peer Consultation (Individual assignments)	Draft memo	<ul style="list-style-type: none"> • Due Tuesday, 3/4. • Submit hard copy of draft to instructor and 2 team members. • Credit/No credit (<i>non-submission will result in 100 point deduction from final memo</i>). 	200
	Written Peer Feedback	<ul style="list-style-type: none"> • Due Tuesday, 3/18. • Bring two hard copies of each feedback to class. (25 points each) 	
	Final Memo	<ul style="list-style-type: none"> • Due Tuesday, 3/25 by class time. • Must include (a) final version, (b) draft version, and (c) list of 4-6 references and a brief statement of how each article helped to inform your memo. • Submit electronically via BB 	
In-Class Activity (Team assignment)		<ul style="list-style-type: none"> • Due accordingly to schedule 	75
Total			1000

NOTE:

- All assignments are due according to the dates specified above. Assignments that need substantial revisions will be returned for resubmission. Late assignments may be accepted, but at the discretion of the instructor.
- If a late assignment is accepted, 30 percent of the points allocated for the specific assignment per day may be deducted. The 30% penalty applies to weekends as well as weekdays. Should such an emergency occur, the student should notify the instructor as soon as reasonably as possible.

DESCRIPTION OF COURSE REQUIREMENTS**BLACKBOARD DISCUSSION FORUM (CAL/APB10a)**

We will use blackboard as a means to facilitate dialogue and 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. All two of these deliverables are worth a total of 100 points total. Scores will be combined and weighted equally. No points will be allocated for late postings or incomplete/late critical issues forms. Also, if a student is more than 10 minutes late to class, no points will be allocated for that individual in developing a critical issues form (The assigned group members, can however receive credit).

① *Weekly BB Blackboard Posting* – due on Monday by 10am. Eleven submissions are required over the semester (starting the 2nd week of class). Each posting should contain

- (a) A summary of insights, paradoxes, or lessons learned from the readings, especially as they pertain to the student's own leadership project and development.
- (b) 2-3 key questions that the readings raise, again especially as they pertain to the student's own work or interest area.
- (c) One brief passage worth quoting and sharing with others.

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. Recognizing that you may have something to say in response to your peers' posting, 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 200-250 words. This, hopefully, will stimulate deep reflection and dialogue. The postings will be graded on the extent to which responses are well-developed, thought-provoking and reflective (individual assignment).

② *Critical Issues Forum* – Once the posting deadline has occurred and prior to class (between Monday at 10am and class time), each student is required to review all 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. Eleven critical forums will be due over the semester. The first one will not be graded and considered an in-class activity. The remaining critical issue forms will be graded.

LEADERSHIP CHALLENGE PROJECT

The Leadership Challenge 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 Development Plan (CAL/APB1)* - Consider an area of your life that you wish to enhance or gain insight on during this semester. Then, design a targeted, small wins development plan that you can focus on during the course of the semester. As part of your plan, you will create a unique leadership vision, model, and log that will guide and inspire your journey. This assignment is worth 75 points.
2. *Personal Inventory (CAL/APB1, CAL/APB7)* - 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 single spaced pages (not including references). APA format is required for the in-text citations and your reference. This assignment is worth 250 points.
3. *Final Integrative Application Paper (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 challenge. The purpose of this self-designed learning exercise is to transfer your learning from the Leadership Challenge Project:
 - a. from a personal level to 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.

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 single spaced pages (not including references). APA format is required for the in-text citations and your reference. This paper is worth 300 points.

LEADERSHIP MEMO & PEER CONSULTATION (CAL/APB2, CAL/APB10a)

For this assignment, you are required to construct a “memo” to a specific person about a difficult or undiscussable issue. The memo can be informally written depending on the context of the conversation. I encourage you to take a risk, be open to the experience as this process involves learning skills essential to starting a difficult conversation, and open the door for positive change. This, then, translates to communicating effectively to resolve conflicts, enhance interpersonal relationships, and improve organizational effectiveness in any setting.

1. Draft Memo- Your first draft of the memo is due on **Monday, March 4th**. In this version, use the readings and course exercises to guide the development of the memo content. The draft memo can be about 500 words max. You will submit a hard copy of your draft memo to the instructor and 2 members of your consultation team for feedback. Late draft memos will not be accepted and 50% deduction will be applied to your final memo grade.

2. Peer Feedback and Consultation – Once you receive a draft version of memo from two of your peers, you are required provide written feedback to each team member on the draft memo. Due to instructor and your team members on **Monday, March 18th**.
3. The final memo is due on **Monday, March 25th**. With the final copy, you are also required to submit a list of 4-6 references and a brief statement of how each article helped to inform your memo.

To better gauge learning and skill development through the memo development process, a final bundled grade will be assigned. In total, the final version, draft version, and peer feedbacks are worth 200 points.

In-class Leadership Activity (CAL/APB10a) – Teams will work synergistically to develop an in-class activity geared toward enhancing leadership skills aligned with the course topics. (75 points)

COURSE PREREQUISITES

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

REQUIRED TEXTS & READINGS

All Readings will be posted on Blackboard. A reading packet will also be available at Speedway Printing.

GRADING SCALE

1000.00 – 940.00 = A	839.99 – 800.00 = B-	699.99 – 670.00 = D+
939.99 – 900.00 = A-	799.99 – 770.00 = C+	669.99 – 640.00 = D
899.99 – 870.00 = B+	769.99 – 740.00 = C	639.99 – 600.00 = D-
869.99 – 840.00 = B	739.99 – 700.00 = C-	599.99 and below = F
	(Class failed/no credit: 739 and below)	

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 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 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're 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 and participate in class discussions and activities. A student is considered absent if they arrive more than 10 minutes late to class, leave early, or are unable to come to class. More than two absences can result in a reduction by one letter grade or failure. Students are responsible for any and all material missed due to absences.

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* 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)

DETAILED COURSE SCHEDULE & READINGS

Note: All readings are to be completed prior to the scheduled session date. Suggested readings (optional) will be available for your reference on Blackboard.

Date	Readings and Assignments Due
SESSIONS 1-2: LEADERSHIP: INTRODUCTION AND CONTEXT FOR HUMAN SERVICE ORGANIZATIONS	
Session 1: Introduction to Leadership in Human Service Organizations	
Jan. 14	<p><i>Required Readings:</i></p> <ul style="list-style-type: none"> Kotterman, J. (2006). Leadership versus management: What's the difference? <i>The Journal for Quality & Participation</i> Senge, P. M. (1999). Leadership in living organizations. In F. Hasselbein, M. Goldsmith & I. Somerville (Eds.), <i>Leading Beyond the Walls</i>. The Drucker Foundation, San Francisco, CA: Jossey-Bass. Retrieved January 2008 from http://www.nps.gov/discovery2000/leader/senge-1.pdf Holosko, M. J. (2009). Social Work Leadership: Identifying Core Attributes. <i>Journal of Human Behavior in the Social Environment</i>, 19(4), 448-459. <p><i>Suggested Readings (Optional - Available on Blackboard)</i></p> <ul style="list-style-type: none"> Brilliant, E. (1986). Social Work Leadership: A Missing Ingredient?. <i>Social Work</i>, 325-331. Lawler, J. (2007). Leadership in Social Work: A Case Study of Caveat Emptor?, <i>British Journal of Social Work</i>. 37, 123-141.
Session 2: Organizational Context for Leadership in Human Services	
Jan. 28	<p><i>Required Readings:</i></p> <ul style="list-style-type: none"> Van Slyke, D.M.; Alexander, R.W. (2006). Public service leadership: Opportunities for clarity and coherence. <i>The American Review of Public Administration</i>. 36: 362-374. Harrison, Y.D. & Murray V. (2012). Perspectives on the Leadership of Chairs of Nonprofit Organization Boards of Directors: A Grounded Theory Mixed-Method Study. Jager, U. P. & Rehli, F. (2012). Cooperative Power Relations Between Nonprofit Board Chairs and Executive Directors <p><i>Suggested Readings (optional):</i></p> <ul style="list-style-type: none"> Bloom MD, S. L. (2006). Human service systems and organizational stress: Thinking & feeling our way out of existing organizational dilemmas <i>CommunityWorks</i>, www.sanctuaryweb.com. 1-64. <p>Assignments Due:</p> <ul style="list-style-type: none"> BB Discussion Posting #1 (Monday by 10:00am) Critical Issues Forum #1 (Monday in Class)
SESSIONS 3-5: THEORIES AND MODELS OF LEADERSHIP	
Session 3: Trait, Style, Skills, Situational, and Contingency Theories	
Feb. 4	<p><i>Required Readings:</i></p>

	<ul style="list-style-type: none"> • Gill, R. (2006). Current thinking about Leadership: A Review and Critique (Chapter 2). In Theory and Practice of Leadership. • Horner, M. (1997). Leadership theory: past, present and future. Team Performance Management, 3,4: 270-287. • Vroom, V. (2007). The role of the situation in leadership. American Psychologist. 62, 1: 17-24. <p><i>Suggested readings (optional):</i></p> <ul style="list-style-type: none"> • Pervin, L. (1994). A critical analysis of current trait theory. Psychological Inquiry, 5(2), 103-113. • Zaccaro, S. (2007). Trait-based perspective of leadership. American Psychologist, 62(1), 6-16. <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • BB Discussion Posting #2 (Monday by 10:00am) • Critical Issues Forum #2 (Monday in Class) • Personal Development Plan
Session 4: Path-Goal, LMX, Transactional, & Transformational Theories	
Feb. 11	<p><i>Required Readings:</i></p> <ul style="list-style-type: none"> • House, R.J. (1996). Path-goal theory of leadership: Lessons, legacy, and a reformulated theory. Leadership Quarterly, 7(3): 323-352. • Kuhnert, K.W. & Lewis, P. (1987). Transactional and transformational leadership: A constructive/development analysis. The Academy of Management Review, 12(4): 648-657. • Lunenburg, F. (2010), Leader-Member Exchange Theory: Another Perspective on the Leadership Process. International Journal of Management, Business and Administration, 13(1), 1-5. • Tourish, D. (2008). Challenging the transformational agenda: Leadership theory in transition? Management Communication Quarterly, 21(4): 522-528. <p><i>Suggested readings (optional):</i></p> <ul style="list-style-type: none"> • Mary, N.L. (2005). Transformational leadership in human service organizations. Administration in Social Work, 29(2): 105-118. <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • BB Discussion Posting #3 (Monday by 10:00am) • Critical Issues Forum #3 (Monday in Class)
Session 5: Contemporary Models of Effective Leadership	
Feb. 18	<p><i>Required Readings:</i></p> <ul style="list-style-type: none"> • Collins, J. (2001). Level 5 Leadership: The Triumph of Humility and Fierce Resolve. Harvard Business Review. 67-76. Retrieved from http://www.hrnewcorp.com/articles/Level5%20Leadership_Jim%20Collins.pdf • Avolio, B. J., Walumbwa, F. O., & Weber, T. J. 2009. Leadership: Current theories, research, and future directions. Annual Review of Psychology, 60: 421-449.

	<ul style="list-style-type: none"> Goleman, D., Boyatzis, R., & McKee, A. (2001). Primal Leadership: The Hidden Driver of Great Performance. <i>Harvard Business Review</i>. 79(11): 42-51. Maccoby, M. (2004). Narcissistic leaders: The incredible pros, the inevitable cons. <i>Harvard Business Review</i>, 82(1), 92101. <p><i>Suggested readings (optional):</i></p> <ul style="list-style-type: none"> Morrison, T. (2007). Emotional intelligence, emotion, and social work: Context, characteristics, complications, and contributions. <i>British Journal of Social Work</i>, 37: 245-263. George, J.M. (2000). Emotions and leadership: The role of emotional intelligence. <i>Human Relations</i>. 53(8): 1027-1055. Harrison & 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.
	<p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> BB Discussion Posting #4 (Monday before 10:00am.) Critical Issue Form #4 (Monday in Class) Personal Inventory
SESSIONS 6-15: THE PRACTICE OF LEADERSHIP IN HUMAN SERVICES	
Session 6: Personal Leadership Development	
Feb. 25	<p><i>Required Readings:</i></p> <ul style="list-style-type: none"> Denhardt, Denhardt, & Aristigueta. (2009). Leadership in public organizations. In <i>Managing Human Behavior in Public and Nonprofit Organizations</i> (pp. 167-206). California: SAGE Publications. 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. George, B., Sims, P., McLean, A. N., & Mayer, D. (2007). Discovering your authentic leadership. <i>Harvard Business Review</i>, 85(2), 129-130, 132-128, 157. <p><i>Suggested readings (optional):</i></p> <ul style="list-style-type: none"> Boyatzis, R., & McKee, A. (2006). Intentional change. <i>Journal of Organizational Excellence</i>, 25(3): 49-60. Dunning, D., Heath, C., & 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. Loehr, J., & Schwartz, T. (2001). The making of a corporate athlete. <i>Harvard Business Review</i>, 79(1), 120-129.
	<p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> BB Discussion Posting #5 (Monday before 10:00am) Critical Issue Form #5 (Monday in Class)
Session 7: Leadership Breakdowns and Ethical Dilemmas	
March 4	<p><i>Required Readings:</i></p>

	<ul style="list-style-type: none"> • Appelbaum, S.H. and Roy-Girard, D. (2007). Toxins in the Workplace: Affect on Organizations and Employees Corporate Governance: The International Journal of Business in Society, Vol.7. • Burke, R. J. (2006). Why leaders fail: exploring the darkside. International Journal of Manpower, 26(1), 91-100. • Malloch, K. (2001). The white lies of leadership: Caring dishonesty? Nurse Admin Q, 25(3):61-68. • Ryan, K. D. and Oestreich, D. K. (1991) Chapter 12: How to discuss the undiscussables (p. 209-232). In Driving the Fear out of the Workplace: How to Overcome the Invisible Barriers to Quality, Productivity, and Innovation. San Francisco: Jossey-Bass <p><i>Suggested readings (optional):</i></p> <ul style="list-style-type: none"> • Einarsen, S., Aasland, M. S., & Skogstad, A. (2007). Destructive leadership behaviour: A definition and conceptual model. Destructive Leadership, 18(3), 207-216. • Manzoni, J.F. & Barsoux, J.L. (1998). The set-up-to-fail-syndrome. Harvard Business Review. 76(2):101-113. • Eichenwald, K. (2012) Microsoft's Lost Decade, 624. <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • BB Discussion Posting #6 (Monday before 10:00am) • Critical Issues Forum #6 (Monday in Class) • Draft Leadership Memo (Hard copies to Instructor and 2 team members)
Session 8: Leading to Bridge Differences - Power, Discrimination, and Exclusion	
March 18	<p><i>Required Readings:</i></p> <ul style="list-style-type: none"> • Eagley, A.H. & Chin, J.L (2010). Diversity and Leadership in a Changing World. <i>American Psychology</i>, 65(3): 216-224. • Mannix, E. & 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. • Ayman, R., & Korabik, K. (2010). Leadership: Why gender and culture matter. <i>American Psychologist</i>, 65, 157–170. doi:10.1037/a0018806 <p><u>Required: Select at least two (2) of the following articles (Available on Blackboard.)</u></p> <p><i>Gender</i></p> <ul style="list-style-type: none"> • Eagly, A. H. (2007). Female Leadership Advantage and Disadvantage: Resolving the Contradictions. <i>Psychology of Women Quarterly</i>, 31(1), 1-12. • Lupton, B. (2000). Maintaining masculinity: Men who do 'women's work'. <i>British Journal of Management</i> 11(s1): 33–48. • Vecchio, R. P. (2002). Leadership and gender advantage. <i>The Leadership Quarterly</i>, 13(6), 643-671. • Wright, R. (1997). Occupational gender in women's and men's occupations. <i>Qualitative Sociology</i>. 20(3): 437-442. <p><i>Ethnicity/Identity</i></p> <ul style="list-style-type: none"> • Ferber, A. (2007). Whiteness studies: and the erasure of gender. <i>Sociology</i>

	<p>Compass, 1,1: 265-282.</p> <ul style="list-style-type: none"> • Grimes, D.S. (2002). Challenging the state quo? Whiteness in the diversity management literature. <i>Management Communication Quarterly</i>, 15, 3:381-409. • Roberson, L., & Kulik, C. (2007, May). Stereotype threat at work. <i>Academy of Management Perspectives</i>, 21(2), 24-40. <p><i>Multigenerational Workforce</i></p> <ul style="list-style-type: none"> • McGuire, D., By, R.T., 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. <p><i>Discrimination/Inequality/Difference</i></p> <ul style="list-style-type: none"> • Cortina, L. (2008, January). Unseen injustice: incivility as modern discrimination in organizations. <i>Academy of Management Review</i>, 33(1), 55-75. • Ragins, B.R. Cornwell, J.M, & Miller, J.S. (2003). Heterosexism in the workplace: Do race and gender matter? <i>Group Organization Management</i> 2003; 28; 45-74. • Acker, J (2006). Inequality regimes: gender, class, and race in organizations. <i>Gender & Society</i>, 20, 4: 441-464. <p><i>Diversity in human services</i></p> <ul style="list-style-type: none"> • Hyde, C. (1998). A model for diversity training in human services agencies. <i>Administration in Social Work</i>, 22(4).
	<p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • BB Discussion Posting #7 (Monday before 10:00) • Critical Issues Forum #7(Monday in Class) • Leadership Memo Feedback (two hard copies of each feedback)
Session 9: Communication & Conflict Resolution	
<p>March 25</p>	<p><i>Required Readings:</i></p> <ul style="list-style-type: none"> • Bowen, F., & Blackmon, K. (2003). Spirals of silence: The dynamic effects of diversity on organizational voice. <i>Journal of Management Studies</i>, 40(6), 1393-1417. • Detert, J.R. & Edmondson (2007). Why employees are afraid to speak. <i>Harvard Business Review</i>. 23-25. • Tourish, D. (2005). Critical Upward Communication: Ten commandments for improving strategy and decision-making. <i>Long Range Planning</i>. 38:485-503. • Cannon, M. D., & Witherspoon, R. (2005). Actionable feedback: Unlocking the power of learning and performance improvement. <i>The Academy of Management Executive</i>, 19(2), 120-134. <p><i>Suggested readings (optional):</i></p> <ul style="list-style-type: none"> • Friedman. R.A. (2003). Conflict escalation: Dispute exacerbating elements of e-mail communication. <i>Human Relations</i>, 56, 11, 1325-1347. • Carsten K. W. De Dreu, C.K.W., van Dierendonck, D. & Dijkst, M.TM. (2004) Conflict at work and individual wellbeing. <i>International Journal of Conflict Management</i>, 15, 1: 6-26

	<ul style="list-style-type: none"> • Weick, K., Sutcliffe, K., Mobsfeld, D. (2005). Organizing and the process of sensemaking. <i>Organization Science</i>, 16, 4: 409-421. • Swee C. Goh, (2003), Improving organizational learning capability: lessons from two case studies, <i>The Learning Organization</i>. 10,4: 216-227. • Meyerson, D.E. (2001). Radical change, the quiet way. <i>Harvard Business Review</i>. 92-100. • Vassallo, P. (2004). Turning emotional energy into purposeful writing. <i>ETC: A Review of General Semantics</i>, 61(1): 159-167.
	<p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • BB Discussion Posting #8 (Monday before 10:00am) • Critical Issues Forum #8 (Monday in Class) • Final Leadership memo due before class time, submitted on BB.
Session 10: IN-CLASS LEADERSHIP PRESENTATIONS (April 1)	
Session 11: Organizational Change, Innovation, and Learning	
April 8	<p><i>Required Readings:</i></p> <ul style="list-style-type: none"> • Heath, C., Heath, D. (2010) Excerpted from <i>Switch: How to Change Things When Change is Hard</i>. Broadway Books. • Ackerman, L., Ackerman, D. (2001) <i>Awake at the Wheel: Moving beyond change management to conscious change leadership</i>. <i>OD Practitioner</i>. 33: 1-9. • Karp, T. & 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. • Rock, D. & Schwartz, D. (2006). The neuroscience of leadership. <i>Strategy and Business</i>. Retrieved December 11, 2007, from http://www.strategy-business.com/media/file/sb43_06207.pdf • Johnson, G. & Leavitt, W. (2001). Building on success: Transforming organizations through an appreciative inquiry. <i>Public Personnel Management</i>, 30(1): 129-136. <p><i>Suggested reading (optional):</i></p> <ul style="list-style-type: none"> • Fernandez, S., & Rainey, H. G. (2006). Managing successful organizational change in the public sector. <i>Public Administration Review</i>, 66(2), 168-176. • Schein, E. H. (2002). Models and tools for stability and change in human systems. <i>Reflections</i>, 4(2), 34-46. Luthans, F. (2007). Emerging positive organizational behavior. <i>Journal of Management</i>, 33,3: 321-249. • Kiefer, T. (2005). Feeling bad: Antecedents and consequences of negative emotions in ongoing change. <i>Journal of Organizational Behavior</i>. 26(8), 875-897. • Higgs, M., & 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.
	<p><i>Assignments Due:</i></p>

	<ul style="list-style-type: none"> • BB Discussion Posting #9 (Monday before 10:00am) • Critical Issues Forum #9 (Monday in Class)
Session 12: Organizational Change, Innovation, and Learning continued	
April 15	<p><i>Required Readings:</i></p> <ul style="list-style-type: none"> • Cannon, M.D. & 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. • Greene, A.D. & 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. • Henry, P. (1997). Overcoming resistance to organizational change. <i>Journal of the American Dietetic Association</i>. S145-S147. • Latting, J.K. & 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. <p><i>Suggested readings (optional):</i></p> <ul style="list-style-type: none"> • Zorn, T. Page, D. & 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. • Anacona et.al. (2007) In praside of the incomplete leader. <i>Harvard Business Review</i>. February: 92-100. • Barker, A & Schaufeli, W. (2008) Positive organizational behavior: Engaged employees in flourishing organizations. <i>Journal of Organizational Behavior</i>, 29:147-154. • Froman, L. (2010) Positive psychology in the workplace. <i>Journal of Adult Development</i>, 17(2): 59-69. • Roberts et al. (2005) How to play to your strengths. <i>Harvard Business Review</i>, 1-6. • Hartley, J. (2005). Innovation in governance and public services: Past and present. <i>Public Money & Management</i>, 25,1: 27-34. <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • BB Discussion Posting #10 (Monday before 10:00am) • Critical Issues Forum #10 (Monday in Class)
Session 13: The Future of Social Work Leadership	
April 22	<p><i>Required Readings:</i></p> <ul style="list-style-type: none"> • Lawler, J. (2005). Leadership in social work: A case of the caveat emptor? <i>British Journal of Social Work</i>, 37. 123-141. • Wimpfheimer, S. (2004). Leadership and management competencies defined by practicing social work managers: An overview of standards developed by the National Network for Social Work Managers. <i>Administration in Social Work</i>, 28(1), 45-56.

	<p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • BB Discussion Posting #11 (Monday before 10:00am) • Critical Issues Forum #11 (Monday in Class)
Session 14 Wrap –Up ***Last Class***	
April 29	<ul style="list-style-type: none"> • Review and RECAP • Course Evaluation
May 2	<ul style="list-style-type: none"> • Final Integrative Paper Due (On Blackboard)